DOCUMENT RESUME

ED 370 045 CG 025 443

AUTHOR Epps, Patricia; Vallenari, Alison
TITLE Champs II: A Peer Leadership Program for High School Students & Staff. Training Manual.
INSTITUTION CHAMPS Peer Leadership, Inc., Scottsdale, AZ.
PUB DATE 91
NOTE 156p.; For related manuals, see CG 025 444-445.
AVAILABLE FROM CHAMPS Peer Leadership, Inc., 14425 N. Scottsdale Rd., Suite 400, Scottsdale AZ 85254-3449 ($49.95 each for 1-10 copies, $39.95 each for over 10 copies).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adolescents; High Schools; Peer Counseling; *Peer Influence; *Peer Teaching; Prevention; Secondary Education
IDENTIFIERS *Peer Assisted Leadership Program; *Peer Modeling; Peer Support Groups

ABSTRACT

CHAMPS Peer Leadership is a program designed to prepare school and community teams that can empower youth to take responsibility for themselves and to prevent abusive behaviors. Students who can set goals, build teams, communicate, take self-responsibility, possess self-esteem, and feel empowered, also have the capability to respond positively to life's challenges. This manual offers instructions on how to organize and sustain a CHAMPS II program, in which students learn during a retreat to support their peers and use peer pressure to bring about positive changes. The program may be broken down into three phases: (1) a professional two-day training for school staff/student teams; (2) the CHAMPS retreat; and (3) program implementation. The manual offers detailed instructions for each phase. Included are guidelines on team planning, staff and student selection, site selection, and orientation guides. The manual also provides specifics on the training of personnel and the types of activities to employ at the CHAMPS Retreat, as well as strategies on how to sustain the program. Tips are given on how to evaluate the program and supplemental materials offer program handouts which feature step by step instructions. (RJM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 370 045

Training Manual for

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
A. Vallenari
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A Peer Leadership Program for High School Students & Staff

14425 N. Scottsdale Rd. Suite 400
Scottsdale, Arizona 85254-3449
(602) 991-9110 Fax (602) 998-6928

This project was developed for the purpose of training school and community teams to conduct a one day or overnight Peer Leadership training with high school staff and students. It also provides the materials for a team to conduct a staff retreat.

Copyright pending 1991

CG025443

BEST COPY AVAILABLE

Champs Have And Model Positive Peer Skills

TABLE OF CONTENTS

	Page
Overview of the Manual	i
SECTION I: THE PROCESS *An Introduction*	I
Orientation to How All This Works	I
The Logistics Steps You Need To Know	2
Acknowledgments	3
About the Authors	4
Program Overview	5
CHAMPS II Program Chart	6
Why Use a Peer Approach	
Research Based Material	7-10
The Efficacy of Peer Leaders in Drug Abuse Prevention	11
Substance Abuse Programs	12-13
Summary of "The Case for Peers"	14-17
Program Objectives	18-19
SECTION II: THE PLANNING: *Setting Up For A Successful Program*	II
Role of CHAMPS II Trainers	20
Staff/Student Selection for Training of Trainers (T.O.T.)	21
Community Service Organizations	22
Site Selection	23
Team Planning - Worksheet I & II (Student Retreat)	24-26
Team Planning - Worksheet 1 & II (Staff Retreat)	27-29

Student Orientation 30

Student Selection 31

School Surveys 32-33

Sample "What to Bring to the Retreat" List 34

Parent Orientation 35

Sample Parental Permission Form 36

Sample Forms and Letters 37-38

The Finishing Touches 39

SECTION III: THE TRAINING
Conducting CHAMPS Training With Your Staff and/ or Students. III

CHAMPS II Training Designs 40-41

Spirit Meeting 42-43

CHAMPS Name Challenge 44

CHAMPS Meet CHAMPS 45

CHAMPS Bingo (Students and Staff) 46-48

CHAMPS In The Ring 49-50

CHAMPS Thoughts About Me 51

CHAMPS Thoughts About Others 52

CHAMPS Pop Ups 53

CHAMPion Skills 54

Purpose of Workshops 55

CHAMPS Build a Winning Team 56

•CHAMPS Build A Team 57

•Team Building 58

•Process Questions 59

CHAMPS Build Healthy Relationships 60
•Cliques 61
•Sculptures 62
•Corner People 63
•Thank You For Loving Me Letters 64
CHAMPS Build Healthy Futures 65
•Life Planning 66-67
•Life Line 68
•Life Roles 69
Action Planning 70
Action Planning Overview 71
CHAMPerformances 72
Student Teams For Action Planning at the Student Retreat. 73
Adult Teams For Action Planning at the Staff Retreat. 74
Action Planning Process 75
Action Planning Steps (Chart) 76
Action Plan Form 77
Individual Action Plan Form 78
Accentuate The Positive 79-80
Closing Ceremonies 81
Review of Skills 82
T-Shirt Distribution 83
CHAMPS Retreat Student Survey 84
Student Materials 85

SECTION IV: THE PROGRAM

Sustaining Your Program Throughout The Year IV

Program Overview 86

Program Implementation Chart 87

Organizing The Student Teams 88

•Role of the CHAMPS Coordinator. 89

•Responsibilities of Team Facilitators 90

•Team Planning Worksheet III 91

CHAMPS Student Trainers (CST's) 92

•CHAMPS Student Trainers 93

•CHAMPS Student Trainer Facilitator Handbook Overview 94

•Health Promotion Modules 95

CHAMPS Teams 96

•CHAMPS Teams Chart 97

•Dropout Prevention Team 98

•Gang & Violence Prevention Team 99

•Student Court Team 100

•Peer Tutor Team 101
-Referral List 102
-Report Form. 103

•Special Events Team. 104-105
-All School Assembly. 106
-Application. 107
-Mini-Training Design. 108

Other Student Initiated Action Plans 109-110

Informal Peer-to-Peer Follow-Up 111

Additional Lessons and Activities 112

•CHAMPS Build Healthy Bodies. 113

•Pressure "It" Game. 114

•CHAMPS Build A Healthy World. 115

SECTION V: THE RESULTS
Evaluating Your Program . . . . . **V**

Base Line Data 116

Base Line Data Form 117

SECTION VI: THE EXTRAS
Using The Supplemental Materials . . . . . **VI**

Reproducible Materials For Student Training Folders 118
(Pages are left unnumbered for duplication)

Energizers

OVERVIEW OF THE MANUAL

SECTION I: THE PROCESS
An Introduction

SECTION II: THE PLANNING
Setting Up For A Successful Program

SECTION III: THE TRAINING
Conducting CHAMPS Training With Your Staff or Students

SECTION IV: THE PROGRAM
Sustaining Your Program Throughout The Year

SECTION V: THE RESULTS
Evaluating Your Program

SECTION VI: THE EXTRAS
Using The Supplemental Materials

SECTION I

THE PROCESS

An Introduction

ORIENTATION TO HOW ALL THIS WORKS

The Process Called CHAMPS

CHAMPS Peer Leadership is a program for the prevention of drug, alcohol, tobacco use, and other negative behaviors and issues.

More than a program, it is more accurately described as a process. The process of working with peers, asking students to take responsibility for themselves and for making positive changes in their schools and communities, is to begin them on the life-long process of decision making, action planning, and becoming a positive role model. We find that with such a process, you do not need a new program for every new issue that schools are being asked to address. The roots of all these social and academic issues are the same; that is students who have process skills such as goal setting, team building, communication, self-responsibility, self esteem and empowerment also have the capability to respond positively to the threats of gang involvement, dropping out of school, suicide, AIDS, or whatever new concern presents itself.

The peer approach is powerful in that peer pressure already exists and can be channeled as a positive force, if we know how to use it. Peers influence peers relative to social skills, achievement, identity, and empathy. As children reach pre-adolescence, peers become more influential and according to educational research analysis, "peer programs are dramatically more effective than all other programs, even at the lowest levels of intensity". (Tobler, 1986; Bangert-Drowns, 1988.)

CHAMPS has been tested with students throughout the United States, from rural and urban areas, and all ethnic groups. The issue of cultural diversity is important to the founders of CHAMPS . We elicit your feedback as to cultural relevance.

The most unique aspect of CHAMPS II is the creation of a new and unique delivery system to build leadership skills in staff and students. The CHAMPS Retreat first involves the staff in a leadership retreat to develop broad based support for involving students in solving their own problems and teaching them strategies to deal with at-risk youth. The students then are trained at their CHAMPS retreat to support their peers and begin using peer pressure as a force to bring about positive change. The lessons and activities of the CHAMPS Retreat and follow-up sessions are grounded in solid prevention research. The format of CHAMPS II and the training is unique. It is the combination of these factors that makes CHAMPS II Training both effective and easily replicable. You can do it — and we will show you how.

The activities and lessons within this training manual have been created, collected and adapted from the authors combined years of practical experience.

THE LOGISTICS STEPS YOU NEED TO KNOW

- Select CHAMPS Coordinator.
- Conduct Staff Training.
- Select Students to be Trained.
- Select Staff to Conduct Students Retreat.
- Select Site and Dates for Student Training.
- Conduct In-service for parents and / or send home training announcements for retreat.
- Complete Planning Worksheets.

Acknowledgments

To produce a program that is truly relevant to the needs of staff and students requires drawing on the skills and vitality of a great many people. Over the years CHAMPS has worked with hundreds of parents, teachers, administrators, and students who have all contributed to the creation of this program.

We would like to acknowledge and thank the following people for their unique assistance to this program:

Funding sources for development and distribution:
- Arizona Governor's Office of Drug Policy
- Arizona Department of Education
- Arizona Department of Economic Security

Corporate sponsors for their help and support:
- Dairy Council of Arizona
- West Communications
- American Express Company

Russ Haan of After Hours for his creative design contributions

To Jim Kazen, Walter Hollins and the Southwest Regional Training Center for their inspiration and their concept of team training.

For those individuals who believed in us and CHAMPS. We benefited from your support:

- Tina Clawson
- Mickey Finn
- Charlie Huebner
- Patrick McWhortor
- Carol Painter
- Mary Jane Rynd
- Susan Schweikert
- Ann Evans
- Brenda Henderson
- Bob Kuipers
- Jack Moortel
- Tom Pickrell
- Carole Schmidt
- Bonnie Van Gorder

CHAMPS staff for their help and support, especially,
- Patricia Epps, B.A. and Alison Vallenari, M.C.
- Sue Harrison for her outstanding contributions to the efficient operation of CHAMPS
- Dee Dalton for her on-going efforts whenever we needed her
- Diane Hilow for the outstanding effort in typing and retyping this manual

Authors and publishers who gave CHAMPS permission to use or adapt their work.

The philosophy of training, prevention, and the resultant peer program reflect the thinking and commitment to alcohol and other drug abuse prevention held by the staff and board of directors of the CHAMPS Peer Leadership Program. We joyously present it to you.

ABOUT THE AUTHORS

PATRICIA EPPS began specializing in drug and alcohol prevention when she attended School Team Training for the United States Department's Regional Training Center in 1985. The following year she served on the training staff. While a teacher in the Paradise Valley Unified School District in Phoenix, Arizona, Ms. Epps coordinated and designed a prevention curriculum program for a middle school which received the White House Recognition Award and was the only middle school in the United States to be listed in the U.S. Department of Education's booklet "Schools Without Drugs." Ms. Epps served as Prevention Coordinator for the Paradise Valley Unified School District in Phoenix, Arizona. Pat is one of the original developers of CHAMPS, a positive peer leadership program which targets fifth through eighth graders, CHAMPS II for high school youth, and most recently, CHAMPS HIV/AIDS Prevention Program. Ms. Epps conducts training for teachers and students across the country, specializing in school staff retreats and district School Team Training events. Pat has taught at the elementary, middle and high school levels. She holds a life-time teaching credential from the State of California and has done extensive work in curriculum development and programs for high risk youth. Pat holds a Bachelor of Arts Degree with an Education major from San Jose State University and has done Graduate work at Ottawa University.

ALISON VALLENARI has spent 16 years specializing in drug and alcohol abuse prevention and education. She has served as the Director of Training for the United States Department of Education's Southwest Regional Training Center in "The School Team Approach." Prior to that, Ms. Vallenari consulted throughout the Southwest Region, and the Midwest Region since 1975. Ms. Vallenari has served as Training Director for School Team Training Cycles throughout the country, and has provided technical assistance to over 100,000 school and community personnel in some 500 school districts across the nation. She is the former Director of Counseling for Pre-Hab of Mesa, a community drug treatment agency having conducted prevention support groups in the schools. Alison has taught high school social studies and directed her own private counseling practice. Ms. Vallenari has become a nationally known specialist in Peer Leadership programs, having developed and conducted hundreds of elementary school, middle school and high school peer programs. She is also an original developer of the CHAMPS Peer Leadership Program, CHAMPS II, for high school youth, and CHAMPS HIV/AIDS Prevention Program. Alison has a Bachelor's Degree in History Education, a Master's Degree in Secondary Education and a Master's Degree in Counseling Psychology.

Program Overview

Peer Leadership Training has proven to be one of the most effective mechanisms for effecting positive change in our youth. Targeted at preventing drug and alcohol abuse and other destructive behaviors, Peer Leadership Training can be a critical component in a comprehensive prevention program. The major focus of CHAMPS II will be to train high school staffs to become a cohesive team who are better able to target high risk youth and provide a workable drop-out prevention program for high school students.

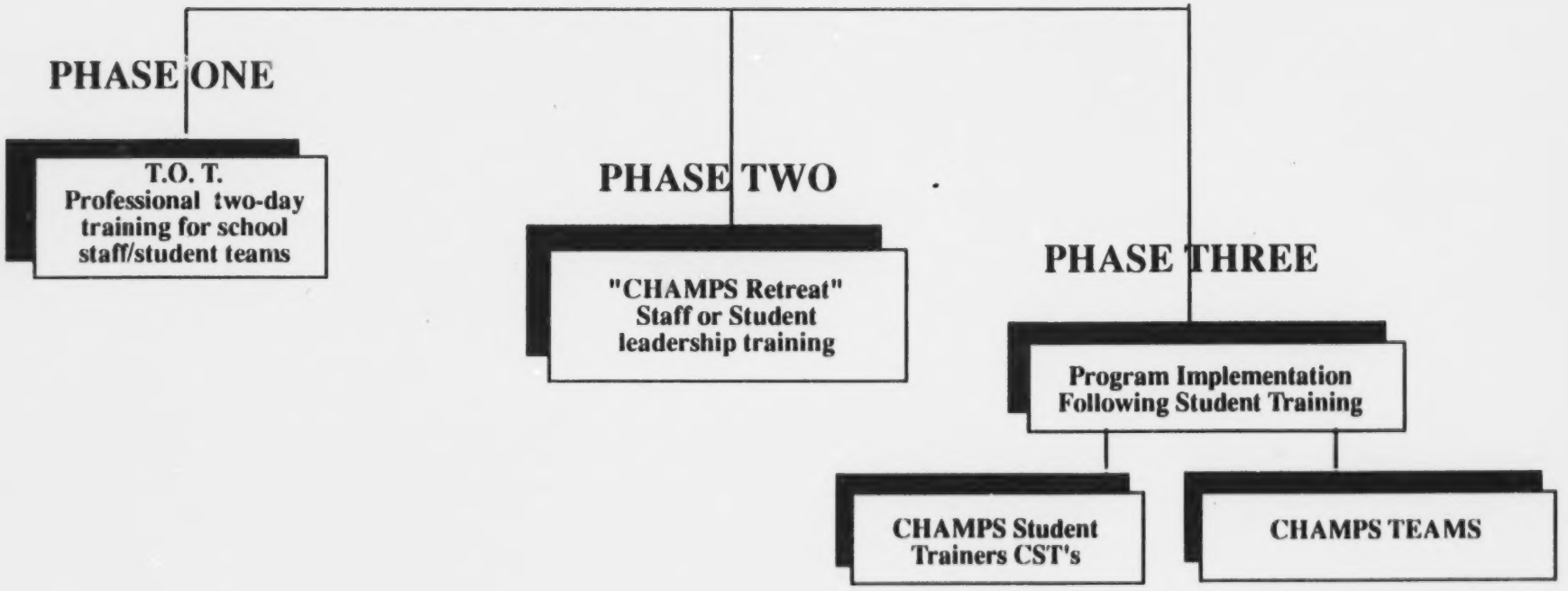
The participants of this training will be able to return to their respective schools and begin to implement a five-year plan for a comprehensive Peer Leadership Program. Each trainer will receive a notebook, which will serve as a guide for maintaining the program during the year and subsequent years.

During the training students will be developing a more positive self-concept, gaining leadership skills, increasing their level of motivation, building their skills enhancing their creativity and developing an appreciation for working in a team approach when addressing school and community challenges.

CHAMPS means:

Champs
Have
And
Model
Positive Peer
Skills

CHAMPS II
Staff or Student
Peer Leadership Program



Rev. 11/93

WHY USE A PEER APPROACH?
Research Based Material

CHAMPS Peer Leadership Training is solidly research based. Drawing primarily from the research of Nancy Tobler (Meta-Analysis of 143 Adolescent Drug Prevention Programs, 1987) and Dr. David Hawkins (Hawkins, Lishner, Catalano, Etiology of Drug Abuse: Implications for Prevention, 1985), CHAMPS draws upon the most current empirical information available.

Tobler's statistical analysis of adolescent drug prevention programs utilized a procedure which alleviates much of the subjective bias in evaluating program effects. She identified 16 strategies of prevention programs which she collapsed into the following five categories:

- Knowledge only - presentation by teacher of legal, biological, and psychological effects of drug abuse; scare tactics.
- Affective only - self-esteem building, self-awareness, feelings, values clarification, experiential activities.
- Peer Programs - positive peer influence; peer teaching; peer counseling, helping, and facilitation/ peer participation - subdivided into those focusing of refusal skills (saying no) and those concentrating on interpersonal and intrapersonal life skills.
- Knowledge plus affective - combination of 1) and 2)
- Alternatives - activities more appealing than drug use - subdivided into those focusing on community involvement activities and those concentrating on increasing basic competency skills for at-risk youth.

Tobler's major conclusions are as follows:

- For the average adolescent (as contrasted with at-risk youth), "Peer programs are dramatically more effective than all the other programs" even at the lowest levels of intensity (hours spent in prevention programming).
- For the high-risk (special populations) adolescent, alternatives were shown to be effective "for increasing skills and changing behavior in both direct drug use and indirect correlates of drug use" in a manner equivalent to that obtained by peer programs for the average youth.

Tobler's research clearly and convincingly supports the effectiveness and cost-effectiveness of even low-intensity school-based peer programs for reducing drug abusing behaviors among the general adolescent population.

The extremely positive results of peer programs in reducing substance abuse among adolescents as identified in Tobler's meta-analysis and in other substance program evaluations suggest the power of the peer group as a socializing agent in developing positive behaviors. The critical element in the success of the peer program approach may be the sense of **connectedness**, that is participation in meaningful activities, as well as **control**, that is, assumption of responsibility, that youth experience.

Tobler, Nancy, *Meta-Analysis of 145 Adolescent and Prevention Programs*, 1987.

Scheurich, J. D.C.C.C.A. Counseling and Resource Center, Lawrence, Kansas, 1987

Risk Factors Within Students' Influence Groups

The greater the number of risk factors within a student's school, family, peer group, and community, the greater the likelihood that he or she will experiment with or use chemical substances. Studies have identified a wide range of factors that heighten the risk of students' use of tobacco, alcohol, and other drugs (Kandal, 1982; Cooper, 1983; Hawkins and others, 1985; Polich and others, 1984; and Perry and Murray, 1985). Some of the predictive factors within the various groups are listed below:

Community

- Economic and social deprivation
- Low neighborhood attachment and high community disorganization
- Community norms and laws favorable to the use of tobacco, alcohol, and other drugs
- Availability of tobacco, alcohol, and other drugs

Families

- Family management problems
  - Lack of clear expectations for children"s behavior
  - Lack of monitoring
  - Inconsistent or excessively severe discipline
  - Lack of caring
- Use of tobacco, alcohol, and other drugs by parents or parents' positive attitudes toward use
- Low expectations for children's success
- Family history of alcoholism

School

- Lack of a clear school policy regarding tobacco, alcohol, and other drugs
- Availability of tobacco, alcohol, and other drugs
- School transitions
- Academic failure
- Lack of involvement in school activities
- Little commitment to school

Individual and peers

- Early antisocial behavior
- Alienation and rebelliousness
- Antisocial behavior in late childhood and early adolescence
- Favorable attitudes toward drug use
- Early first use
- Greater influence by and reliance on peers than parents
- Friends who use tobacco, alcohol, and other drugs or sanction their use

Protective Factors

Studies have also identified factors that protect young people from experimentation with or use of tobacco, alcohol, and other drugs (Perry and Murray, 1985; Hawkins and others, 1985; Robins and Przybeck, 1985; and Kandal, 1982). One of the clearest frameworks for planning protective strategies is based on the social development approach defined by the respected researcher David Hawkins. He recommends:

- Promoting bonds to family, school, and positive peer groups through opportunities for active participation
- Defining a clear set of tactics against drug use
- Teaching the skills needed to learn the tactics and take advantage of the opportunities
- Providing recognition, rewards, and reinforcement for newly learned skills and behaviors

Children who have grown up with many of these protective factors develop resiliency and strength. They are, therefore, less vulnerable when confronted by difficult situations (Garmezy, 1974; Rutter, 1979; and Werner 1986). Certain social competencies characterize resilient children:

Effectiveness in work, play, and relationships

- They establish healthy friendships.
- They are goal-oriented.

Healthy expectancies and positive outlooks

- They believe that effort and initiative,will pay off.
- They are oriented to success rather than to and failure.

Self-esteem and internal locus of control

- They feel competent, have a sense of personal power, and believe that they can control events in their environment rather than being passive victims.

Self-discipline

- They have the ability to delay gratification and control impulsive drives.
- They maintain an orientation to the future.

Problem-solving and critical thinking skills

- They have the ability to think abstractly, reflectively, and flexibly.
- They are able to define alternative solutions to problems

Humor

- They can laugh at themselves and situations.

For full descriptions of risk factors, consult the following articles:

Hawkins J.D., Lishner, D.M., Catalano,
Childhood predictors and the prevention of adolescent substance abuse, in C.L. Jones and R.J. Battjes (eds.), *Etiology of Drug Abuse: Implications for Prevention.* Washington, D.C., National Institute on Drug Abuse, aDN85-1385, 1985.

Hawkins, J.D., Lishner, D.M. Catalano,
R.E.Howard, M.O. Childhood predictors of adolescent substance abuse: toward an empirically-grounded theory. *Journal of Contemporary Society* (in press).

THE EFFICACY OF PEER LEADERS IN DRUG ABUSE PREVENTION

OVERVIEW OF THE RESEARCH

The efficacy of peer leaders in drug abuse prevention. *Journal of School Health.* Vol. 56, No. 9, November 1986, pp. 407-411.

ABSTRACT; The results from school-based, peer-led psychosocial smoking prevention programs suggest that this approach is effective in reducing smoking onset rates. The authors conclude that peer leadership can be an effective vehicle for drug abuse prevention among adolescents.

Peer educators have been selected and trained to modify environmental, personality, and behavioral factors to deter drug abuse, based primarily on psychosocial conceptualization. At the environment level, peer educators serve as potent role models by demonstrating nonuse, by creating a norm that drug use is deviant rather than acceptable, and by providing alternatives to drug use. At the personality level, peer educators reinforce the importance of social responsibility and the value of health to weaken the importance of drug use. At the behavior level, peer educators teach social skills to resist pressure to use or try drugs and also help students identify and practice health-enhancing alternatives to drug use. The role of the peer educator is to serve as a positive role model and to provide social information rather than merely providing facts. For this reason, and because most programs have attempted to identify students who exhibit leadership qualities, peer educators in drug abuse prevention programs are most often referred to as peer leaders.

Compared to programs in which the teacher alone manages the classroom, peer leaders enhance the program's applicability by modeling appropriate behaviors outside the school setting where experimentation with drugs is more likely to occur. Peer leaders have greater credibility regarding social information than teachers. while teachers are more credible sources of factual information. Because peer leaders posses fewer preconceived notions than teachers about how to teach in a classroom setting, peer leaders may be easier to train to conduct more experiential educational programs aimed at changing behavior. Peer leadership gives students positive opportunities to be responsible to themselves and others by being actively involved in the teaching process.

EFFICACY OF PEER-LED PROGRAMS

Overall, the results from school-based, peer-led psychosocial smoking prevention programs suggest that this approach is effective in reducing smoking onset rates.

SUBSTANCE ABUSE PROGRAMS

Substance Abuse Prevention
Recent Developments and Future Directions

Journal of School Health. Vol. 56, No. 9, November 1986, pp. 369-374. Copyright, 1989. American School Health Association, P.O. Box 708, Kent, OH 44240. Reprinted with permission.

Gilbert J. Botvin, PhD, Associate Professor and Director, Laboratory of Health Behavior Research, Cornell University Medical College, New York, NY 10021

ABSTRACT: Substance abuse continues to be one of the most serious problems facing communities throughout the United States. Existing school-based prevention programs have produced disappointing results when carefully evaluated. However, promising research has been conducted during the past eight years with two new prevention models that focus on the psychosocial factors believed to promote substance abuse. One, the social influence model, is designed to increase adolescents' ability to resist social influences to smoke, drink, or use drugs. The other model, though also designed to increase adolescents' resistance to pro-substance use social influences, focuses primary attention on the development of an array of cognitive-behavioral personal and social skills. More than 20 research studies testing programs based on these two prevention models have demonstrated significant reductions in substance use.

Traditional substance abuse prevention approaches have produced disappointing results. These newer "psychosocial" approaches to substance abuse prevention differ from more traditional prevention strategies in that they are based on a more complete understanding of the fundamental causes of tobacco, alcohol, and drug use/abuse. The approaches are grounded in psychosocial theory and utilize well tested cognitive-behavior change techniques. Perhaps most important, the programs have been subjected to careful evaluation using increasingly rigorous research designs.

SOCIAL INFLUENCE APPROACHES

The development of smoking prevention strategies that focus on the social influences promoting cigarette smoking is based on the recognition that peer and family influences consistently play important roles in smoking initiation. Though not yet established empirically, media influences also appear to play an important role in influencing adolescents to begin smoking cigarettes. In general, the social influence approach to smoking prevention involves: 1) making students aware of the social influences to smoke that they might be exposed to; 2) teaching specific skills, such as refusal skills, with which to resist those influences; and 3) correcting misperceptions of social norms about smoking, such as making students aware of the fact that most adults and adolescents do not smoke.

Two distinctive features of the expanded approaches are the use of peer leaders (either older or same-age) to deliver some or all the program and the use of role playing and social reinforcement techniques for teaching students skills for resisting offers to smoke cigarettes. All studies using a social influence approach demonstrated

significant reductions in smoking behavior. The results reported generally range from reductions of 33% to 39% in the proportion of individuals beginning to smoke comparing the proportion of new smokers in the experimental group with that of the control group.

In addition to evaluating the effectiveness of the prevention program for all students participating in the study, several social predictors of cigarette smoking, such as peer smoking, parent smoking, and sibling smoking, were used to determine the impact of the program on students identified as most likely to become cigarette smokers. In this case, the prevention program was found to be even more effective for students identified as being at high "social risk" for becoming a cigarette smoker than for otner students in the sample, producing an 85% reduction in the proportion of nonsmokers becoming experimental smokers and a 100% reduction in the proportion becoming regular smokers.

It is generally is assumed that peer leaders play an important role in the social influence approaches. Indeed, using same-age or older peer leaders is a feature evident in nearly all the social influence approaches. In general, evidence supports the use of peer leaders for this type of prevention strategy.

PERSONAL AND SOCIAL SKILLS TRAINING APPROACHES

The primary distinguishing feature of these approaches is that they typically include two or more of these components: 1) general problem-solving and decision-making skills such as brainstorming and systematic decision-making techniques; 2) general cognitive skills for resisting interpersonal or media influences such as identifying persuasive and advertising appeals and formulating counter arguments; 3) skills for increasing self-control and self-esteem such as self-instruction, self-reinforcement, goal setting, and principles of self-change; 4) adaptive coping strategies for relieving stress and anxiety through cognitive coping skills or behavioral relaxation techniques; 5) general interpersonal skills such as initiating social interactions, complimenting, and conversational skills; and 6) general assertive skills such as making requests, saying "no", and expressing feelings and opinions. These skills are taught using a combination of instruction, demonstration, feedback, reinforcement, behavioral rehearsal (practice during class), and extended practice through behavioral "homework" assignments.

More than 20 research studies testing programs based on these two prevention models have demonstrate significant reduction in substance use (typically cigarette smoking). In general, the personal and social skills training programs appear to produce greater reductions in substance use than the social influence programs with the largest effects produced by programs combining components from both approaches.

Summary Of

"The Case for Peers"

By
Bonnie Benard
December 1990

Introduction

A year ago I wrote an article for the Illinois Prevention Resource Center's *Prevention Forum* Newsletter which addressed the critical need for the prevention and education fields to change the framework from which they often view youth, to see children and youth not as problems which need to be fixed but as resources who can contribute to their families, schools and communities (Benard, January, 1990). In that article I discussed a powerful strategy for providing youth the opportunity to be useful contributing members of their communities- youth service. I still believe youth service programs at the middle, junior, and high school level can play a major role in reducing the alienation many youth feel from their families, schools and communities, a disconnectedness that often manifests in the social problems of alcohol/drug abuse, teen preganancy, and dropping out of school. However, what has become increasingly clear to me this last year is the need for children to experience themselves as resources from *early childhood on.* This means " youth service" must be a concept we infuse throughout our schools from the preschool level forward; "youth service" should not be another program or course tacked on to an already overfull curriculum. The chances that a semester of youth service will instill in an already alienated adolescent a sense of personal worth and value-after experiencing years of treatment as a "problem"- are slim.

What I am advocating in stating that the concept of youth service must be infused throughout our schools is none other than the adoption of a *peer resource* model of education in which schools and classrooms are restructured so that youth-from early childhood through late adolescence-are provided ongoing, continuous opportunities to be *resources to each other.* While I have referred to peer programs in the past (Benard, January 1988) as the "lodestone to to prevention, " based on their effectiveness in reducing the rate of substance use in adolesence, the rational for a peer resource model of education is so multifaceted and grounded in research evidence for the effectiveness of peer resource programs on youth's academic and social development is so compelling, I felt that a summary of these various bodies of reasearch supporting peer resource strategies should contribute to the prevention field's mission of working to create supportive environments that empower individuals to make healthy, positive decisions and to achieve their human potential.

The Rationales for Peer Resource Programming

I. Importance of peer relationships in social development

According to several child development researchers, in the United States social science research has focused almost exclusively on adult-child interaction-especially the parent-child relationship-as the critical vehicle for the socialization of children and youth (Berndt and Ladd, 1989; Johnson and Johnson, 1983; Damon and Phelps, 1989; Rubin,1990).

The following are a number of the ways in which, according to research, peer relationships contribute to a child's social and cognitive development and socialization:

1) Peer interactions are another *arena*-besides family, school, and community-

which provides support, opportunities and models for prosocial development.

2) Peer interactions, compared to interactions with adults, tend to be more frequent, intense, and diverse.

3) According to the Segals-and a Piagetian position as well-peers are especially critical in the development of internalized *moral standards*.

4) Through reciprocal peer interactions children learn to share, to help, to comfort, and emphasize with others. According to Piaget and other developmental psychologist, empathy (or perspective-taking) is one of the most critical competencies for cognitive and social development (Attili, 1990).

5) Through peer interaction children learn critical *social skills* such as impulse control, communication, creative and critical thinking, and relationship or friendship skills. In fact, the failure to develop social and relationship skills is a powerful, well-proven early predictor of later substance abuse, deliquency, and mental health problems (Kellam et al, 1982). Conversely, a huge body of research supports social competence as a predictor of life success (Attili, 1990).

6) Peer relationships have a strong influence on achievement (Ladd, 1990;Taylor, 1989; Dishion, 1990).

7) Lastly, peer interactions are powerful influences on a child's development of identity and autonomy (Bukowski and Hoza, 1989).

II. Importance of social support to positive outcomes

Besides the critical importance that child development research has identified that peer interactions play in social and cognitive development, in the fields of community psychology, social anthropology, and sociology we have a huge body of reasearch documenting the powerful effect social support has on physical, cognitive, and social outcomes. Beginning with Cassel's work in 1974 claiming that, "People can become physically, mentally, or socially debilitated if they do not receive or perceive signs from significant others that make them feel safe and valued, "hundreds of studies have examined the nature of this concept(Wasserman, 1988,p.7). Futhermore, Cassel and others since contend that the nature and strengths of available group supports-especially the mutuality and reciprocity involved-can be protective of health and mental health as well as serving as a "buffer" for those experiencing stressful life events or situations--low birth weight, death, divorce, illness, unemployment, family alcoholism, depression, school transition, etc. (Dubow and Tisak, 1989; Felner et al, 1982; Fenzel and Blyth, 1986; Sandler, 1980; Sandler et al, 1985) Certainly the protective factor research of Emmy Werner and others has clearly identified social support as critical in positive outcomes for youth (1982).

III. The failure of adult society to provide social capital for youth

A rationale emanating from the importance of peer social support in development is that for a growing number of youth in our society, support from peers may be the only social support they get! Increasingly, as James Colemen and others have documented, changes in family and community life since World War II have resulted in a loss of "social capital" for children--"the norms, the social networks and the relationships between adults and children that are of value for the child's growing up" (1987,p. 36). While it's vitally important that we work on social policy changes to help build linkages between children and youth and adults (child care, family leave, family support, health care, etc.), it's also increasingly clear federal and state policy changes ensuring that families and children have access to housing, education, employment,

health care, and child care opportunities will not be soon in coming.

IV. Gives every youth the opportunity to help

Peer resource programs, whether they be cooperative learning groups or one-on-one peer tutoring, are most effective when each person involved experiences both the helper andhelpee role (Riessman, 1990). In fact, most studies find the *tutor* receives the most gains! Diane Hedin's review of students as teachers summarized the literature as "replete with anecdotes of alienated, troublesome youth conducting themselves in a serious and dignified manner while teaching younger students." She describes this phenomenon as follows: " The experience of being needed, valued and respected by another person produced a new view of self as a worthwhile human being"(1987,p.43). Moreover, the research of Roger Mills and his colleagues lends support to the hypothesis that the key to positive change for "at-risk" youth is changing how they perceive themselves (1988). Programs that label youth "at-risk," etc. only futher stigmatize and discourage positive outcomes.

The critical importance of all youth (and all people!) having the *opportunity to participate in meaningful roles* has been documented again and again in research (see Benard, January 1990 for a discussion of this point) and is considered by some researchers as perhaps the most important protective factor in preventing social problems like substance abuse, teen pregnancy, and deliquency (Rutter, 1979).

V. Satisfies basic human psychological needs

According to William Glasser, peer resource programs work because they satisfy our four basic human psychological needs to belong and love, to gain power, to be free, and to have fun (1986). Our discussion of social support and of participation really addresses the needs of belonging and having power. The need to be free, that is to be allowed and encouraged to make decisions and solve problems and to have some control over one's life, is essential to the development of identity and autonomy. Not only do peer programs meet these first three needs, process evaluations consistently find that youth enjoy their involvement in peer programs and find they are fun! (Kohler and Strain, 1990; Greenwood, 1989).

VI. Opportunity to develop collaboration/conflict resolution skills

I've written extensively about the necessity for collaborative communitywide prevention efforts if we are to create supportive, nurturing environments that will, in turn, discourage alcohol and drug abuse and other interrelated social problems (see Bernard, October 1989). No better preventionist training exists than peer collaboration and cooperative learning programs that engage youth in mutual problem solving, decisionmaking, and conflict resolution in a climate of mutual helping and respect. According to Morton Deutsch, the seminal researcher into conflict resolution and the mentor of David Johnson, "In recent years, it has been increasingly recognized that our schools have to change in basic ways if we are to educate children [beyond hate] so that they are *for* rather than *against* one another, so that they develop the ability to resolve their conflicts constructively rather than destructively, so that they are prepared to live in a peaceful world" (1989, p. 1).

VII. Promotes acceptance and respect for diversity

Evaluations of peer-tutoring, cooperative-learning, and peer-initiation (peers initiate social interaction with a withdrawn child) programs consistently identify significant increases in social interaction, acceptance, and liking between heterogeneous peers, especially between

physically and/or mentally handicapped or socially withdrawn and non-handicapped peers (Johnson and Johnson, 1986; Strain, 1985; Mesch et al 1986; Sainato et al, 1986; Maheady et al, 1988) and between white and non-white peers (Rooney-Rebeck and Jason, 1986; Slavin and Oickle, 1981). According to Oakes and Goodlad, "Perhaps nowhere else in schooling are the negative, prejudicial consequences for access to knowledge so clear and so severe" as in the practice of tracking (1988, p. 18).

VIII. Promotes academic achievement

From an educational reform perspective, perhaps the most compelling reason for peer programs can be based on the *hundreds* of evaluations of cooperative learning programs as well as on the peer tutoring and cross-age peer tutoring approaches that have found both positive academic and social development gains in youth (Johnson and Johnson, 1983; Johnson et al 1981; Glasser, 1986; Slavin, 1986; Graves, 1990; Fantuzzo et al, 1989; Greenwood et al 1989). Futhermore, according to a Stanford University study, peer tutoring is consistently more cost-*effective* than computer-assisted instruction, reduction of class size, or increased instructional time for raising both reading and mathematics achievement of both tutors and tutees (Levin, 1984). According to Damon and Phelps' review, in cooperative learning groups academic gains have been especially significant in the areas of math, reading, and science--the three crucial areas of learning that have failed to engage an increasingly large number of youth (1988, p. 152).

Although the academic gains made by students in cooperative classrooms certainly provide rationale enough for adopting this approach, for preventionists and others concerned with the overall health and well-being of children and youth and the prevention of the interrelated social problems like alcohol and drug abuse, teen pregnancy, and delinquency, as well as school failure, the nonacademic benefits found in evaluations of cooperative learning approaches are even more significant–more positive student attitudes towards school, towards their classmates, and toward themselves (Graves, March 1990; Wright and Cowen, 1985; Johnson and Johnson, 1983).

IX. Reduces alcohol and drug use among youth

Saving the most obvious rationale for last, two recent independent meta-analyses (Tobler, 1986; Bangert-Drowns, 1988), evaluating hundreds of prevention programs and strategies each, found that "peer programs are dramatically more effective than all the other programs," even at the lowest levels of intensity (hours spent in prevention programming) (Tobler, 1986, p.555). According to Bangert-Drowns, when intensity was higher, the peer program effects were even more pronounced (1988).

NOTE: Permission to reproduce in whole or part is granted with the stipulation that the Western Regional Center for Drug-Free Schools and Communities, Northwest Regional Educational Laboratory be acknowledged as the source on all copies.

PROGRAM OBJECTIVES

PURPOSE:

The purpose of CHAMPS II Peer Leadership Training is to train high school staff to better prevent drug and alcohol abuse, dropping out of school, and other destructive behaviors in youth as indicated by:

1. Reductions in usage of drugs.
2. Reductions in favorable attitudes toward drugs and alcohol.
3. Reductions in drop-out rates.
4. Improvements in attendance records.
5. Decreases in discipline referrals.
6. Decreases in classroom disruptions.
7. Decreases in vandalism.
8. Decreases in episodes of anger, violence and gangs.

GOAL ONE:

To train school personnel to successfully conduct CHAMPS II Peer Leadership Training.

Objectives:

Participants will be able to:

1. Cite all the component parts of CHAMPS Peer Leadership Training design.
2. Conduct a Spirit Meeting and a Victory Celebration.
3. Conduct workshops on Team-Building, Relationships and Life-Planning.
4. Apply the steps of the Goal-Setting Process.

GOAL TWO:

To train school personnel to successfully follow up training with on-going classroom activities, school and community projects and CHAMPS student trainers.

Objectives:

Participants will be able to:

1. State three major methods of CHAMPS follow-up.
2. Conduct a minimum of six CHAMPS follow-up lessons in ninth through twelfth grade classrooms.
3. Cite at least ten CHAMPS school or community projects for follow-up.
4. Select CHAMPS Student Trainers (CST's) and supervise the conducting of cross-age prevention lessons for grades K-8 or 6-8.

GOAL THREE:

To sustain the program over a period of five years.

Objectives:

1. Work with other trained team members to conduct a two-day or overnight CHAMPS II Peer Leadership Retreat once per school year for five years.
2. Train additional school members to assist them in the CHAMPS II Peer Leadership Retreat.
3. Conduct an orientation session for all school staff to promote understanding and gain support for CHAMPS II training.
4. Answer parents' questions on concerns regarding CHAMPS II Peer Leadership Training.
5. Apply the three major methods of follow-up:
   - Team CHAMPS
   - CHAMPS Student Trainers
   - Special events and additional lessons and activities

SECTION II

THE PLANNING:

Setting Up For A Successful Program

Role of CHAMPS II Trainers

Meeting and working with students during and after the CHAMPS retreat is vital for an on-going successful program. It is essential that sponsors understand their role and its importance.

The primary role of the CHAMPS trainer is to be a "Positive Role Model" with students. As such, these people will be very involved in the training of CHAMPS following the Training of Trainers (T.O.T.) and in the follow-up activities. These adults/students will be the reinforcers of the program and supporters of the students throughout the remaining school year.

In order to establish this connection, CHAMPS trainers are asked to serve in the following capacities:

To interact freely and openly with students.
Plan occasional large group activities with the entire trained group of CHAMPS.
Communicate with entire school staff as to the activities of TEAM CHAMPS.
Evaluate the program at each school.

Research on the Adult Role

The most effective role for the adult facilitators in peer leadership programs is to be:
Facilitating and Guiding
Not Controlling
Reflective of "Conscious Role Modeling" of appropriate group behavior
Careful Listening
Caring
Non-judgmental

Nancy Tobler, *Meta-Analysis of 143 Adolescent Drug Prevention Programs, 1987.*

Staff Selection for the Training of Trainers (T.O.T.)

1. Administrator
2. Coaches/teachers/counselors/support staff/community representatives/parents
3. Student leaders

We suggest optimal team size to be ten members, although smaller schools may do well with as few as six.

Teams should have a minimum of four adults and two student leaders. The student leaders should be selected on their leadership qualities and their ability to influence their peers. Teams should include an administrator as a member of your CHAMPS II training team.

Include students who:

Have the respect of their peers
Articulate ideas well
Listen and learn discriminately

Community Service Organizations

Staff Selection:

The program director, if available, and other appropriate staff volunteers should be selected for the training team as well as student leaders. Sometimes community service organization staff members will serve as part of a school team from their community.

Student Selection:

Include students who:

- Have the respect of their peers
- Articulate ideas well
- Listen and learn discriminately

Site:

Frequently, organizations have access to outstanding community facilities. These make excellent training sites. Sometimes youth service organizations hold a "CHAMPS Camp" for 3-5 days at a campground. The "CHAMPS Retreat" activities are done in the mornings and their normal camp activities are done in the afternoons. In one of our states, five different community organizations held a five day residential camp, with each organization taking responsibility for one day.

Site Selection

Several settings will work well for your overnight CHAMPS Retreats. You will need one room large enough to accommodate approximately 100 students or staff. You will also need two additional rooms large enough to hold one third of your group. Visit the site before deciding and investigate all aspects including sleeping facilities.

Communities usually have facilities where school groups can meet. This arrangement also affords community involvement in the training program. Brainstorm with your team as to site options. Strongly consider campgrounds which are relatively inexpensive, include meals, and are within a two-hour drive. Also consider retreat centers, community colleges, boys and girls clubs and churches.

However, your own school campus is a very acceptable site for your CHAMPS Retreat. Staying on campus is called a Lock-in CHAMPS Retreat. It is conducted on a weekend so as to avoid interference with other school activities and can be a simple and acceptable solution to the question of site selection. Pick a large room such as the gymnasium or media center at your facility that will meet your needs and not be interrupted by other school classes or activities.

Staff CHAMPS Retreats can be sometimes conducted at a hotel or resort, although for some schools, staying on campus or going to a campground like the students is the best option.

Team Planning Worksheet I

Staff or Student
Training Retreat _____
(circle one)

Grade Levels Of Training _____
(student training only)

Number of Students or Staff _____
(circle one)

Site _____

Transportation _____

Meals: (Lunch and Snacks) _____
_____
_____

Other Staff Members/Students Who Could Assist In The Training:

_____
_____
_____
_____
_____

Questions To Be Answered:

_____

_____

_____

Team Planning Worksheet II
Student Retreat

CHAMPS II Retreat

Spirit Meeting

Welcome_____

Introductions_____

CHAMPS Expectations _____

CHAMPS Norms _____

CHAMPS Design Overview _____

CHAMPS Non-Negotiables _____

CHAMPS Name Challenge _____

CHAMPS Meet CHAMPS

CHAMPS Bingo _____

CHAMPS in the Ring _____

Break - Snacks, drinks, etc. _____

CHAMPION SKILLS

Lead Person For:

CHAMPS Build Healthy Teams_____

CHAMPS Build Healthy Futures _____

CHAMPS Build Healthy Relationships_____

CHAMPION TEAMS

Lead person for Action Planning Introduction

Lead person for TEAM CHAMPS "Theme Songs" _____

Coordinators/Facilitators of CHAMPS Student Trainers (CST's)

1.

2.

Coordinators/Facilitators of CHAMPS High Risk Action Teams

1. 3.

2. 4.

Coordinators/Facilitators of CHAMPS Special Events

1.

2.

CLOSING CEREMONIES

Review of Skills

_____

I Learned... Statements

_____

Appreciation Circle _____

_____

Presentations (Tee-Shirts/Certificates)

_____

Evaluation _____

Team Planning Worksheet I

Staff or Student
Training Retreat _____
(circle one)

Grade Levels Of Training _____
(student training only)

Number of Students or Staff_____
(circle one)

Site_____

Transportation_____

Meals: (Lunch and Snacks) _____
_____
_____

Other Staff Members/Students Who Could Assist In The Training:

_____
_____
_____
_____
_____

Questions To Be Answered:

_____

_____

_____

Team Planning Worksheet II
Staff Retreat

CHAMPS II Retreat

Spirit Meeting

Welcome_____

Introductions_____

CHAMPS Expectations _____

CHAMPS Norms _____

CHAMPS Design Overview _____

CHAMPS Non-Negotiables _____

CHAMPS Name Challenge _____

CHAMPS Meet CHAMPS

CHAMPS Bingo _____

CHAMPS in the Ring _____

Break - Snacks, drinks, etc. _____

CHAMPION SKILLS

Lead Person For:

CHAMPS Build Healthy Teams_____

CHAMPS Build Healthy Futures _____

CHAMPS Build Healthy Relationships_____

CHAMPION TEAMS

Lead person for Action Planning Introduction

Lead person for TEAM CHAMPS "Theme Songs" _____

Coordinators/Facilitators of CHAMPS Student Trainers (CST's)

1.

2.

Coordinators/Facilitators of CHAMPS High Risk Action Teams

1.

2.

Coordinators/Facilitators of CHAMPS Special Events

1.

2.

VICTORY CELEBRATION

Review of Skills

_____

I Learned... Statements

_____

Appreciation Circle _____

_____

Presentations (Tee-Shirts/Certificates)

_____

Evaluation _____

Student Orientation

It is important to meet with all retreat participants prior to the CHAMPS Training to give them an idea of what they can expect from the day. For the staff retreat, most of the pre-training information can be given in writing or at a regularly scheduled staff meeting.

Brainstorm with the students about their expectations from the retreat and post the list in the room. Brainstorm with students regarding the norms they would like to follow on the retreat and post. Tell the students they will be attending leadership training and will be given the responsibility of helping to improve their school and be problem solvers. The main objectives of the orientation are to organize the logistics of the retreat, give out needed information and details and answer questions.

One of the follow-up activities could also be used as a warm-up activity to generate interest.

Much pre-planning can be done with the students prior to the training, such as: grouping students for different components of the training, pre-selecting teams to work on specific action teams. Consider ways to mix your students as much as possible. The added effort to group students with different classmates frequently is well worth the time.

Student Selection

Student selection for a CHAMPS Day at a high school is a factor important to the success of the program. One method that has met with much success is the "E.F. Hutton" approach. Simply select 50-75 students who personify the slogan, "when they talk, people listen." The key is to include representation from all peer groups through careful selection of influential individuals.

Some of the "cliques" or "groups" that appear on high school campuses are often referred to as the "jocks", "stoners", "skaters", "mods" and so on. It is important that leadership from each influential group be represented in the student selection process. Add several students who may not fit into any particular group and other students who are considered to be at risk for dropping out of school. Allow for several more slots to be filled by student self-selection. The group is not intended to be elitist and if a student makes a sincere effort to be included, reward their initiative.

It is important to send home a sample letter to the parents identifying the student as a leader and giving the basic information about the retreat and parent meeting.

On the following pages are samples of student selection surveys that are used.

School
Student Survey

A. Assume you have been given the task of producing a new school-wide function, which three (3) students would you choose to help you?

1. _____
2. _____
3. _____

B. Name the student with whom you spend the most time.

1. _____
2. _____
3. _____

C. If you decided to run for a student council office, which students would you like to help you get elected?

1. _____
2. _____
3. _____

D. Name the eight (8) students you think most students look up to.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

School
Participation Survey

What sports have you participated in at _____

1. _____
2. _____
3. _____

What sports have you participated in during the last year other than at school?

1. _____
2. _____
3. _____

Are you a member of the school band? Yes ____ No ____
Are you, or have you been on the Student Council at _____ (school)?

1. Yes _____
2. No _____

What are your favorite sports?

1. _____
2. _____

What special interests or hobbies do you have?

1. _____
2. _____

Do you belong to any clubs or groups? If so name them.

1. _____
2. _____

How do you like to spend your spare time (brief statement).

SAMPLE

CHAMPS Training Retreat

What to Bring to the Retreat

What to bring to school on _____ (date).

1. Adequate bedding - sleeping bag or two blankets, pillow if desired

2. Sweater and jacket (depending on weather)

3. Personal articles - toothbrush, toothpaste, deodorant, washcloth, two towels, soap, etc. (showers are available).

4 Enough appropriate clothing for a two-day stay

5. Spending money for desired extras (extra soft drinks, vending machines)

Requirements

1. **Everything** must be marked with your name.

2. You are **limited to one suitcase** excluding sleeping bag and pillow. No exceptions.

3. Buy things in trial size and use plastic containers.

Sequence of Events on Friday _____ (date)

1. **Before** your first hour class - take **all of your belongings for camp to _____ (location)** where they will be kept all day.

2. After your last class, go to _____(location) and get your belongings and report to the _____ (location) for bus assignments and instructions.

   You will keep your belongings **with you** on the bus.

3. Be **reminded** that whatever is not appropriate for you to have with you at school is also **not appropriate** for camp.

4 If your parents wish to see you off on the buses, we will be leaving school at 3:30 a.m./p.m. We will arrive back at school at _____ (time), on _____ (day), _____(date).

Address of Retreat site

Phone Number

Parent Orientation

Following the T.O.T. and Staff Retreat, but prior to the Student CHAMPS Retreat, you should to conduct a meeting with the parents of the students who will be participating. This is a chance to give an overview of the CHAMPS II Peer Leadership Program, explain the research and rationale and answer questions.

Key Points:

- Train students in leadership.
- Team-building skills
- Communication skills.
- Life-planning/goal setting skills.
- Involve students in school and community projects.
- Prepare them to deal positively with peer pressure.

To make the parent meeting interesting begin with an Energizer or Activity:

- Parent Bingo (with prizes)
- Parents in the Ring
- Get Acquainted (meet three new people and share something positive about your son or daughter.)

End with a question and answer time.

SAMPLE
Parental Permission Form

Event: CHAMPS Peer Leadership Retreat

Date: _____

Mode of Transportation: _____

Adult Sponsors/Facilitators: _____

Departure and Arrival: _____

I hereby give my son/daughter (circle one) (please print)
full name_____my permission to attend the CHAMPS Peer Leadership Retreat. In the event of a medical emergency please call:

Dr. _____

Address _____

Telephone_____

If it is not possible to contact the above doctor, I authorize calling the most available doctor and/or medical services.

Have parent print name too!

_____ _____
Parent Signature Date

_____
Parent Name (please print)

_____ _____
Home telephone Work telephone

Sample Forms and Letters (cont)

Date

Dear Parents of Student Leaders:

We will be holding an overnight Peer Leadership Retreat at _____ on _____ . In this CHAMPS Retreat we will be teaching students about positive self-image, team-building, sustaining and building positive relationships, and action planning skills.

Our training will begin at _____ a.m. and end at _____ p.m. on _____ .

We ask that you pick up your son/daughter by _____ p.m. at _____ .

Please complete the parent permission form attached.

_____ has my permission to attend the CHAMPS Peer Leadership Retreat on _____. I know it is my responsibility to provide transportation home at the conclusion of the retreat's activities.

_____

Parent's Signature

Sample Forms and Letters (cont)

Date

Dear Parents of Student Leaders:

Your child has been identified as a student leader at school. In building on these leadership skills, we will be implementing a new and exciting program this year for our students. The CHAMPS II Peer Leadership program is designed to prevent drug and alcohol and drop-out problems facing our students in today's society. We will train our students in positive peer pressure skills, decision making, goal setting and in taking responsibility. Students may then choose to work as student trainers with younger students, or on school or community projects.

We would like to meet with you on _____(date) at _____(place) at _____ to give you an overview of the CHAMPS II program and answer any questions.

Please make every effort to attend.

The Finishing Touches

Set up buses to take staff or students to chosen site (if not being held at school - staff may prefer to drive themselves).

Arrange chairs in semi-circle rows with an aisle in the center.

Set up easel.

- Large pad of paper
- Felt pens
- Masking tape - 2 rolls per each 10 students
- Large quantities of newspaper - approximately one 12" - 18" stack per each 10 participants.

Have three places where the rotating workshops can be held during the training with approximately 1/3 of the participants attending each workshop.

Materials to be used by participants will be on their chairs when training begins. Copies for activities can be made from the reproducible section in the back of the manual.)

Students may bring sack lunches and drinks to the training. Meals are usually provided on site for staff retreat and student retreat, if possible.

Provide snacks for afternoon break.

You may wish to video tape the event or take slides and pictures.

T-shirts and certificates can be handed out at the end of the training. (optional)

SECTION III:

THE TRAINING:

Conducting CHAMPS Training
With Your Staff or Students

CHAMPS II
STAFF OR STUDENT TRAINING DESIGN

_____ SCHOOL

Day One (Date)_____

5:00	Departure after school with sack lunch and snacks to eat on buses.

Arrival

6:30	Participants arrive Organize belongings into cabins/rooms
7:00 - 7:45	Spirit Meeting
7:45 - 8:45	CHAMPS meet CHAMPS
8:45 - 9:00	Closure/Announcements
9:00 - 10:00	After Hours Activity (Optional)

Day One (Date)_____

7:00-7:45	**Breakfast**
8:00	Morning Spirit Meeting •Energizer •Announcements
8:15-9:30	CHAMPION Skills- Round One • CHAMPS Build Healthy Futures • CHAMPS Build Healthy Relationships
9:45-11:00	CHAMPION Skills- Round Two • CHAMPS Build Healthy Futures • CHAMPS Build Healthy Relationships
11:15- 12:00	CHAMPION Skills • CHAMPS Build Healthy Teams
12:00	**LUNCH**
1:00-2:30	Action Planning
2:00	**BREAK**
2:15-3:15	Accentuate the Positive
3:15-4:00	Closing Ceremonies
4:00	Final Clean-up

CHAMPS II
STAFF OR STUDENT TRAINING DESIGN

_____ SCHOOL

Day One (Date)_____

8:00	Meet at School
8:30	Depart School
9:30	Arrive at Site
10:45	Spirit meeting
11:00- 12:00	CHAMPS meet CHAMPS
12:00	**LUNCH**
1:30-2:15	CHAMPION Skills • CHAMPS Build Healthy Teams
2:15	Break
2:30-3:45	CHAMPION Skills- Round One • CHAMPS Build Healthy Futures • CHAMPS Build Healthy Relationships
4:00-5:00	Recreation
5:30-6:30	**DINNER**
7:00-8:15	CHAMPION Skills- Round Two • CHAMPS Build Healthy Futures • CHAMPS Build Healthy Relationships
8:30-8:45	Evening Spirit Meeting Announcements
9:00-10:00	After Hours Activities (optional)

Day One (Date)_____

8:00 - 8:30	**Breakfast**
8:45	Morning Spirit Meeting • Energizers • Announcements
9:00 - 10:00	Accentuate the Positive
10:00 - 11:30	Action Planning
11:30 - 12:15	Closing Ceremonies
12:15	Final Clean-up

Spirit Meeting

Spirit Meeting Opening Activities

The initial "Spirit Meeting" sets the tone for the rest of the "CHAMPS" training. It is important that a balanced atmosphere of high behavioral expectations and fun be achieved through the following seven activities. Time estimates may vary slightly, but 30 minutes is the framework within which to complete the spirit meeting. Staff are invited to experience the same training format which the students will attend. The following activities are done with that in mind.

Welcome (time estimate: three minutes)

- Often done by school principal, superintendent, or school board member.

Points to include:

- Everyone is a leader, a Champion.
- Must begin by becoming a Champion of myself.
- School is pleased to offer this opportunity to the "Leaders of the School", those students who other students look up to.
- Today will be both fun and challenging.

Introductions: (time estimate: three minutes)

- Each member of the CHAMPS presentation team and any selected invited guest briefly introduce themselves with their name and one reason they are excited about the students, the day, or the overall CHAMPS philosophy.
- Mini-testimonials - selected peer leaders who speak at the importance of this retreat and leadership to them.

CHAMPS Name and Significance

Write on a newsprint pad and post it in front of the room:

CHAMPS
Have
And
Model
Positive Peer
Skills

Expectations

Ask students to take out paper and pencil. Ask them to list 2-3 things they expect or hope to gain from this retreat. Give several examples such as,new friends, increased self-knowledge, increased understanding of others, new skills, etc. Allow a minute or two of silence before asking students to turn to someone nearby and discuss their expectations. Finally, ask for a report out from students and record all responses on newsprint. Ask each student to stand and introduce self before speaking. Applaud answers and encourage responses.

Norms
Following the expectations list, ask students how they would like to treat each other and be treated by others during the retreat. Inform them that this list is called norms. If other words, ask students to report out norms of behavior they believe will make the retreat meet their expectations, i.e., listen to each other, participation of all, respect of ideas, no put downs.

Record all ideas on newsprint, commenting positively on each contribution.

Non-negotiables
Design the rules that will apply during the two-day leadership training. The use of drugs and alcohol are not to be permitted. Students should be clear on what is expected from them in terms of behavior and attitude. After delivering the non-negotiables with them get a group response to their willingness to meet your expectations: show of hands, nods, saying yes out loud, etc.

Design Overview
Review the two-day design with students. It helps to have the design printed on a large paper banner in the front of the main training room. Go over the different sections and explain logistics.

CHAMPS Name Challenge

One of the goals of the CHAMPS II Peer Leadership Program is teamwork. That is, taking a group of separate individuals, and helping them to appreciate their similarities and respect their differences. People often exaggerate their differences and show little respect when they break into cliques and engage in "put-downs." One way to begin putting all people on a more equal and accepting basis is through a CHAMPS activity known as the "Name Challenge." Ask participants "Is there anyone in the group who believes they could name everyone in the CHAMPS training including all students and adults?" Ask "Is there anyone who thinks they could name almost everyone?"

Select one person to set the benchmark for the Name Challenge by standing in front of the group and naming as many people correctly by first name as possible. Post the number prominently and challenge the group to break the record by meeting others, asking their names and introducing themselves to other students. Encourage them to meet as many new people as possible during the days activities, to ask each other their names during breaks, and to get to know people beyond the friends they already know. Give others an opportunity during the day to break the record and name every CHAMPS student or staff member. Time constraints will allow a probable total of no more than three or four name challengers, so select people who seem to be making a sincere and concerted effort to learn the names of everyone at the training.

CHAMPS Meet CHAMPS

CHAMPS Bingo

Reproduce enough copies of CHAMPS Bingo for each CHAMP to have one. Consider changing some of the categories to fit your particular group of students. Tell them: You will have about five minutes to get as many different signatures as possible of CHAMPS who fit each of the categories in CHAMPS Bingo. You may only have each person sign one category and you must ask each CHAMP you approach if they fit that particular category. For example, "Do you have five or more pets?" (They may not hand their Bingo sheet to a friend to sign wherever they fit.) They must ask the questions.

Ask that: The first three CHAMPS who have a signature in **all** the boxes must come to me and show me their completed Bingo sheet.

Have prizes ready and present them with fanfare and applause. (Candy bars, T-shirts, funny buttons, etc.)

If time permits, go through the CHAMPS Bingo sheet asking those who fit in each category to stand or raise their hand. Consider having several CHAMPS tell about their accomplishment or descriptive quality (i.e., "I have two dogs, three cats, and 12 fish.)

Find someone who:

HAS HELD A JOB FOR LONGER THAN THREE MONTHS	HAS DONE VOLUNTEER WORK (What was it?)	HAS ROLLER BLADES	HAS ACCOMPLISHED ONE MAJOR GOAL IN THEIR LIFE (WHAT WAS IT)
CAN NAME SEVEN CAPITALS OF COUNTRIES AROUND THE WORLD	WAS BORN IN THIS STATE	HAS LONG EYE LASHES	WANTS TO BE A VETERINARIAN
KEEPS A JOURNAL	HAS OVER A 3.5 GPA	CAN TELL WHAT FBI, CIA AND IRS STAND FOR	HAS SCORED THE WINNING POINT (S) IN A CLOSE GAME
CAN DO AN AERIAL CARTWHEEL	EXPRESSES THEMSELVES WELL	HAS A STEADY GIRLFRIEND OR (BOYFRIEND)	CAN NAME ALL SEVEN CONTINENTS

CHAMPS BINGO
HIGH SCHOOL

47

REV. 10/93

62

63

FIND SOMEONE WHO:

HAS BEEN IN CURRENT JOB FOR LONGER THAN THREE YEARS	HAS DONE VOLUNTEER WORK (WHAT WAS IT?)	HAS LONG EYE LASHES	HAS ACCOMPLISHED ONE MAJOR GOAL IN THEIR LIFE (WHAT WAS IT?)
CAN NAME SEVEN CAPITALS OF COUNTRIES AROUND THE WORLD	WAS BORN IN THIS STATE	CAN TELL WHAT FBI, CIA AND IRS STAND FOR	WANTED TO BE A VETERINARIAN
HAS A STEADY HOBBY (WHAT IS IT?)	PLAY'S A MUSICAL INSTRUMENT (WHAT?)	HAS ROLLERBLADES	CAN NAME ALL SEVEN CONTINENTS
GRADUATED IN TOP 10% OF HIGH SCHOOL CLASS	EXPRESSES THEMSLEVES WELL	HAS FOUR OR MORE CHILDREN	HAS SCORED THE WINNING POINT (S) IN A CLOSE GAME

64

65

CHAMPS Bingo
Staff

48

CHAMPS In The Ring

Time Estimate: 40 minutes

Tell the group that you would like them to take a risk and get to know some people they don't already know well.

Ask them to form into groups of eight, bringing their chairs together into tight circles.

Have one adult or student facilitator join each group, having already been given a copy of *CHAMPS In The Ring.*

Adults are to read the instructions to the group and ask each question being sure to model good answers by including their own response.

(Go to *CHAMPS In The Ring* instructions.)

After *CHAMPS Thoughts About Me*, direct group to go on to *Champs Thoughts About Others.*

Conclude the activity with *CHAMPS Pop-Ups.* These are random statements from people finishing the sentences "I learned . . ., I noticed . . ., or I felt . . ." Encourage statements about people in general rather than information about individuals, (i.e., "I learned that I have a lot in common with people I didn't know," rather than, "I learned that Sam likes bananas."

Time estimate breakdown:

Activity introduction	3 minutes
Break into groups	3 minutes
Detailed directions	3 minutes
CHAMPS Thoughts About Me	12-15 minutes
CHAMPS Thoughts About Others	8 minutes
CHAMPS Pop-Ups	8 minutes

CHAMPS In The Ring

Instructions to the Group:

1. We are going to engage in an activity that will help us to learn more about each other.

2. Sit as closely to the people on either side of you as is comfortably possible. Make a tight circle.

3. I will ask the questions. Each person is encouraged to answer all questions. Short answers are fine.

4. If you are not ready to answer, say "pass", and I will come back to you.

5. You may answer the same way that someone else answered, so long as that was your first, honest answer.

6. While each person is answering, watch that person closely; you can learn a great deal by the look on the face, the movement of the hands, the turn of the head, and by what they do NOT say.

7. We are concerned with learning more about each other. We are here to listen. We are not here to judge. This is important. Do not question any answer. We are not even here to discuss.

8. We are here to look for the person in each of us. Too often in life we have been so busy with **things** that we care about that we have never listened to all the **hearts** that are beating around us.

9. As each person responds, collect those answers in your head - develop an image of each person.

10. Once more the key word is **listen . . . listen . . .listen**.

11. If we do this maybe a few of the boundaries will come down. We will learn from each other, things that we have never known before.

CHAMPS Thoughts About Me

1. Favorite kind of ice cream ...
2. Favorite radio station...
3. Favorite thing to do on a summer day...
4. What I look for in a friend...
5. When I meet someone new, something they can do to impress me is...
6. The best day I've ever had...
7. The best day I've ever planned for someone else...
8. The person who I admire most and why...
9. One contribution I would like to make to improve the environment is ...
10. One thing I would change about the world...
11. If I could change one person's life, the change I would make is...
12. One thing I wish people would understand about me is...
13. My dream for the world, my family or my school is...

CHAMPS Thoughts About Others

1. A person or persons in this group whom I learned a lot about was . . .

2. A person or persons in this group who I'd like to get to know better was . . .

3. A person or persons in this group who really seemed to listen well was . . .

4. A person in this group who really seems to enjoy life was . . .

5. A person in the group who seemed a lot like me was . . .

CHAMPS Pop-Ups

Conclude the activity with *CHAMPS Pop-Ups*. These are random statements from people finishing the sentences "I learned . . ., I noticed . . ., or I felt . . ." Encourage statements about people in general rather than information about individuals, (i.e., "I learned that I have a lot in common with people I didn't know," rather than, "I learned that Sam likes bananas."

CHAMPion Skills

Purpose of Workshops

The purpose of the small group workshop is to develop skills in team-building, life-planning, and building strong relationships.

They are organized into small groups to encourage maximum involvement and participation.

Workshop I
CHAMPS Build a Winning Team

CHAMPS Build A Team

What Is A Team?

1. Brainstorm "What is a Team?" Record on newsprint:
   a. Descriptions
   b. Types of teams

2. Brainstorm "Great Teams I Have Known." Record on newsprint.

Team Building

1. Break into groups of 8-10.

2. Explain that their task is to build a **covered stadium** out of newspapers and masking tape. The stadium must be "strong" enough to hold the whole team (represented by a brick which will be placed on top of the stadium's dome once it is built.)

   The stadium must be "big" enough for the team to play a game inside (represented by a cardboard box, approximately 12" x 12" x 12" which will need to slide through the stadium.)

   Note: Both bricks and box should be available for teams to see, but not to use or touch during the building of the stadium. Stadiums may not be attached to walls or objects but only to the floor surface.

3. Give the team 10 minutes to **plan** the building of their stadium and 15 minutes to build their stadium.

4. Each team receives about a two-foot high stack of newspaper per team and one full large roll of masking tape.

5. At the end of the building phase tests the stadiums by placing the bricks on top and passing the box through each. Test one stadium at a time giving lots of applause for each one, evenly commenting on the ones that don't work.

Process Questions For Team Building Activity

1. How well did your group work as a team?
2. How did your teamwork affect the task?
3. What did anyone do to show leadership and help your group?
4. How can you be a more effective positive leader in the future?

Workshop II
CHAMPS Build Healthy Relationships

Cliques

1. Have six people form a circle.
2. Have one other person try to get into the circle.
3. Let four to five people try different methods to "get in."
4. Ask each one how it made them feel to be left out.
5. Ask any others how it makes them feel. Write examples on newsprint.
6. Tell them that no one can make them feel something. They choose to feel that way by what they tell themselves.
7. Ask what they tell themselves when they think they are being left out. Write examples on newsprint.
8. Suggest other messages they could give themselves (i.e., too bad they don't get to be with me, I have lots of other choices of things to do or people to be with.)
9. Solicit additional positive self-talk thoughts. Write examples on newsprint.
10. Ask each person to take out pencil and paper. Have each participant write down one positive self-talk message they can give themselves when they might feel left out or hurt by a friend or family member.

    Note: They may use one already on newsprint or make up their own.
11. Have people pair up and practice giving self-talk messages out loud with a partner.
12. Self-talk Pop-Ups. Have 2-3 people deliver self-talk message aloud to the group. Applaud each one.

Sculptures

1. Introduce the concept of sculpturing a family or a group of friends by asking each person to diagram their family/group of friends on paper. Illustrate this on newsprint with each individual represented by a circle around the persons initials. Each circle is placed close to or far from the people they are "close to" or "far from". Arrows can be added to illustrate moving toward or away from another individual in the family or group. Circles can touch or be on opposite corners of the page.

2. Ask for a volunteer to "sculpt" their family or friends in front of the group. The volunteer selects people in the group to represent the people in their diagram. They silently place each person as part of a living sculpture, taking care to consider how far apart people should be, what direction each person should be facing, how they would hold their bodies, or how they would gesture.

3. Ask for feelings/impressions from those people in the "family."

4. Ask for feelings/impressions from participants about the "family" (i.e., "They all seem very close", or "The two brothers seem to stick together.")

5. Have one or more people sculpt their family or friendship circle (as time allows).

6. Have one person sculpt their family or friendship circle (i.e. all members standing facing each other with arms around each other).

7. State that the purpose of this session is to help their circles get closer. Brainstorm what **individuals themselves** can do to bring their circles closer together.

8. Each person should write down on paper **three** things they **will** do to improve the communication in their family or friendship circle.

Corner People

1. Have you ever seen a Boxing Match? The boxer always has CORNER PEOPLE who help and encourage him when he needs it and who cheer him on when he's doing well.

2. Who has been "in your corner" during your life? Who has supported you and seen your possibilities, even when you didn't? Who has helped you even when you got discouraged? Who has been proud of you when you've succeeded?

3. Give a personal example of someone who was in your corner and helped you to see yourself more positively.

4. Have participants take out paper to make a list of as many CORNER PEOPLE as they can think of (alive or dead, friends, relatives, teachers, people they no longer see, or people they see every day.)

5. Have them star 3-5 who have had the most significant positive influence on them.

6. Have them give a score between 0-100 for each CORNER PERSON. Score indicates degree of gratitude shown/spoken.

"Thank You For Loving Me" Letters

1. Take out another sheet of paper. Pick one significant person from your life to thank for their importance.

2. As fast as possible, begin to write that person a letter expressing how important that person has been. Don't plan it. Just write it quickly.

3. Select up to six people who are willing to read their letters.

   Applaud each one.

Workshop III
CHAMPS Build Healthy Futures

LIFE PLANNING

I. Explanation

It is important to be in charge of your own life. The first step in planning your life to be the way you want it to be, is to be AWARE. Your must know who you are and who you want to be. With this kind of awareness, you may begin to plan your life to bring you the most satisfaction.

II. Life Line

Draw a line. Mark an "X" on the line representing where you think you are in your life right now. Next, mark a zero (0) on the line where you would like to be.

B_____X_____0_____D

B = birth
D = death

X = where you are now.
0 = where you want to be.

Take three to five minutes to identify some differences between where you are and where you want to be. Write down four or five ways you can see to bring the X and the 0 together. That is four to five goals or accomplishments which are important to you.

NOTE:
Some people may identify their X and 0 as being the same place. Ask them to identify things they can do to maintain that. Get into groups of four and share your line.

III. Brainstorm Roles

Please think of all the roles you play in your life today. It is those roles that help define your life. Your satisfaction within those roles is closely tied to your overall life satisfaction. Brainstorm and record all roles people can suggest in three to four minutes.

IV. Select Roles

Please consider those roles with which you most closely identify. Write down, individually, the ten roles in which you see yourself most clearly.

V. Major Roles

Next I would like you to tea a sheet of paper into five pieces. Think of the five major roles you play in your life, and write one role on each piece of paper. Rank these in importance to you from one to five and lay them in front of you.

VI. Stripping Roles.

Starting with the least important role, hold it in your hand and, one at a time, go around the circle telling about the role, what you like and dislike about it and what it would be like if you didn't"t have that role to play. When you finish talking, lay the paper down in the middle of the circle and give up that role. Do this with each of the roles as you go around the circle.

VII. Fantasy

Get very confortable. Relax. (To through relaxation exercises.) Now I would like you to fantasize a typical day in your ideal life. What are you doing? See yourself now in the role you selected as 5. See yourself living that role in all the best ways you know. See yourself communicating as you would like to communicate in role 5. See yourself treating others and being treated as you would like. Actually view yourself operating in ways in which you are proud and happy. Let go of any negatives which you associate with this role. PAUSE...Know that you are capable of great things in role 5. PAUSE. Think now of the role which you identified as role 4. See yourself doing the best possible job in operating as this role. Picture yourself interacting in the ways you want to interact, accomplishing the thing you want to accomplish, and receiving the responses you wish to receive. Let go of anything you do not want to retain about this role. PAUSE...know that you are capable of great things in your life as role 4. Continue in this manner with roles 3, 2, and 1. Conclude with reassuming roles with any changes helpful in increasing effectiveness.

VIII. Reassume Roles.

I would like you to remain relaxed. You are empty. All your roles are lying on the floor. You don't own any of those roles anymore. Now I would like you to imagine reassuming these roles. This is your choice. You may add roles or subtract roles, or change any of your roles. Fill yourself back up with the roles you choose, as you choose them to be. See your self reassuming all the effective behaviors you really know and want to display.

IX. Goals.

Now I would like you to think of two or three specific behaviors which you want to implement in your new roles. What are some specific things you will do to make the way you want to be work? When you have these things clearly in mind, please write these things down on some paper.

X. Commitment

Ask for commitment statements from several participants. Acknowledge each one positively. Conclude with tatement: "You are what you do, so if you don't like what you are, change what you do."

Life Line

B _____ D

Goals

1.

2.

3.

4.

5.

Roles

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Important Life Roles

(Tear on dotted lines)

Role I

.....

Role II

.....

Role III

.....

Role IV

.....

Role V

.....

Action Planning

87

Action Planning Overview

Action Planning is the focus of the retreat. It is at this time that staff and students lay the ground work for teams' solutions to school and community issues. We have outlined the structure for their teams in Section IV: THE PROGRAM.

Students will select from team choices presented to them or from their own initiated action plan. Once students have selected or have been selected for teams they will meet with those people on their teams and complete the first team activity: CHAMPerformances. CHAMPerformances are explained on the following page:

CHAMPerformances 30 Minutes
Action Planning 60 Minutes

CHAMPerformances

CHAMPerformances are simple presentations developed on the spot by groups of 8-10 staff or students each. After dividing the group into teams by birth month (or any other arbitrary, quick means), teams are given just five minutes to find a "Theme Song" which represents their CHAMPS team to the larger group.

"Theme Songs" may be:

- Original
- Existing song with original lyrics (i.e. "We are the 'CHAMPS'" (world)
  "The Greatest 'CHAMPS' (love) of All"
  "Twinkle, Twinkle Little 'CHAMP' (Star)"
- Existing song with a relevant message (i.e., "You've Got A Friend",
  "High Hopes," School Fight Song.

In a brisk manner, each CHAMPS team is called forward to quickly introduce its members and perform its "Theme Song". The CHAMPerformances conclude with the following summary points:

- Teamwork can be easy
- Teamwork can be fun
- Teams can be creative, and productive even with a short timeline.

Student Teams For Action Planning
At The Student Retreat

- Students can select from CHAMPS Team Idea List distributed to them or develop their own initiated plan. (Team Idea List is located in Section IV)

- Students select or are selected to be CHAMPS Student Trainer (CST's).

- They will use the same action plan process to develop their plan of action.

- They will use the Six Step to prepare their plan.

- Each team will need an adult facilitator who will continue to work with them to implement their plan and then to continue with other issues.

- The teams will continue planning during the retreat time allotted and set a place and time for their next meeting.

Adult Teams For Action Planning
At The Staff Retreat

At the staff retreat action planning will center on:

- Planning the student retreat.
- Identifying student "E.F. Huttons" to be trained.
- Identifying strategies to improve staff interaction.
- General planning around school issues that interest or concern them.

Action Planning Process

Following the CHAMPerformances, staff and or students are given the opportunity to learn the action planning process and develop a plan.

Student Action Planning:

- A member of the Staff and Student Training Team who are conducting the Retreat give a presentation on the Steps of the Action Plan. (See following page)
- Teams are sent to a working area with their facilitator to begin their action plans.
- Each facilitator will assist their group in completing the Action Plan.
- When forms are complete, a copy should be given to the CHAMPS Co-ordinator with time and place of next meeting.

Action Planning Steps

Step 1. Topic Areas:

Topics to be selected from:
- Team List
- Their own initiated List
  - -Brainstorm Issues
  - -Select One

Step 2. Goal:

What is a goal we believe we can reach?
How will the problem look when it is "fixed"?

Step 3. Obstacles:

Brainstorm what might stand in our way.
- UNIVERSALS are:
  - -Time
  - -Money
  - -Energy
- Be specific

Step 4. Resources:

Brainstorm what can help us to reach our goal.
- UNIVERSALS are:
  - -People
  - -Places
  - -Things
- Be specific

Step 5. Strategies:

What specific strategies can be used to solve this problem or topic?
- Brainstorm list
- Select 1-4 strategies

Step 6. Job Chart:

Tasks	Who	By When
• List the steps necessary for each strategy 1. 2. 3. 4. 5. 6. 7.		

Action Plan

TEAM:			
1. TOPIC:			
2. GOAL:			
3. OBSTACLES:	4.RESORCES:		
STRATEGIES:	JOB CHART:		
	Task	Who	By When

Individual CHAMPlan
(Supplemental Activity)

Name _____

Date _____

An action plan is a plan to make a change in your life. It can be a change related to academics or of a personal nature. State your goal or the change you would like to make. Explain how you are going to accomplish this. Set a date to evaluate your progress

Goal _____

_____

_____

Steps I will take to reach my goal:

1. _____

2. _____

3. _____

4. _____

5. _____

I will know I have reached my goal when _____

_____

I wish to evaluate my progress and reach my goal by (date) _____

I am committed to this action plan.

_____

Signature

_____

Signature of Teacher (Optional) **Signature of Parent (Optional)**

Accentuate the Positive

(40 Minutes)

Divide group into pairs, write on newsprint and ask pairs to respond to each other:

FOCUSING ON YOU

A. Positive Personal Attributes

Share with your partner the following:

1. Two physical qualities you like in yourself.
2. Three personality traits you like in yourself.
3. One talent or skill you like in yourself.

Have your partner share the same with you.

B. The Development of Your Self-Concept

Share with your partner the following:

1. Two most satisfying achievements.
2. Two most growth producing experiences (happiest, most meaningful).

Have your partner share the same with you.

C. Self Assessment

Share with your partner the following:

I'm at my best when:

1. I'm doing . . .
2. I'm at . . . . . .
3. I'm with . . . . .

Have your partner share the same with you.

FOCUSING ON YOUR PARTNER

A. Positive Personal Partner

Share with your partner the following:

1. One physical characteristic your partner has that you really like.

2. One personality trait your partner has that you really like.

3. One talent or skill your partner has that you really like.

Have your partner share the same with you.

B. Share with your partner a fantasy you have of him/her at their best.

1. Where?

2. Doing what?

Have your partner share the same with you.

C. Share with your partner one positive thing you are thinking or feeling about him/her right now.

Have your partner share the same with you.

D. Jot down your thoughts. Save them for a "rainy" day.

Closing Ceremonies

Closing Ceremonies
Review of Skills and I Learned . . . Activities

The Closing Ceremonies is the culminating activity of the CHAMPS retreat. Its purpose is to summarize the learnings of the retreat, reinforce commitments to CHAMPS ideals, and acknowledge each of the individuals who accept these ideals as a CHAMP.

During the Closing Ceremonies, have participants share the learnings in front of the group.

Suggestions to include in Review of Skills are:

- Someone who has learned names of everyone at the training.
- Sharing of Action Plans
  -Team
  -Individual
- Sharing Letters from Relationships Workshop
- Sharing of goals established in Futures Workshop

Appreciation Circle

Ask participants to form one large circle if room allows. Have them consider those people in the room for whom they have respect, admiration, or appreciation. Ask for all appreciations to be delivered out loud to the person admired. They should:

Call the person by name.
Speak **to** not **about** the person.
Tell them specifically what they admire or appreciate.

Tee-Shirt Distribution

The Closing Ceremonies occurs at the end of the CHAMPS training day. At this time students can be presented with tee-shirts to give significance to the completion of their training. Students will be in semicircle rows and are directed at this time to stand (one row at a time) and proceed single file by a side or back table where the shirts have been placed. They are each handed a shirt and proceed behind the group to return to their original seat. When they have returned to their seats the second row will stand and proceed in the same manner...and so on until everyone has received their tee-shirt. Students are asked to **not** put on their tee-shirts until instructed to do so.

The students are then told by the CHAMPS trainer the significance of these tee-shirts and even though there is no magic in wearing them, they do represent them as Team CHAMPS. The other students at school will be looking to them as **role models.**

CHAMPS Retreat Student Survey

On a scale of 1-5 with a 5 being the most favorable, please vote the following sections of CHAMPS II Leadership Training.

Spirit Meeting					
Games and Energizers					
CHAMPS Build Healthy Futures					
CHAMPS Build a Winning Team					
CHAMPS Build Healthy Relationships					
CHAMProductions					
CHAMPlanning Groups					
Accentuate the Positive					
Victory Celebration					

Please write your comments about the day:

Student Materials

During the CHAMPS retreat there are several handouts that will be used by students during the training. Master sheets are contained in the Supplemental Materials section in the back of the manual. These materials can be in folders given to students at the beginning of the retreat.

- Training Design
- Bingo
- Life Line
- Role Sheets
- Action Plan
- Action Plan - Individual
- CHAMPS Notes
- CHAMPS Retreat Student Survey

SECTION IV

THE PROGRAM:

Sustaining Your Program Throughout The Year

PROGRAM OVERVIEW

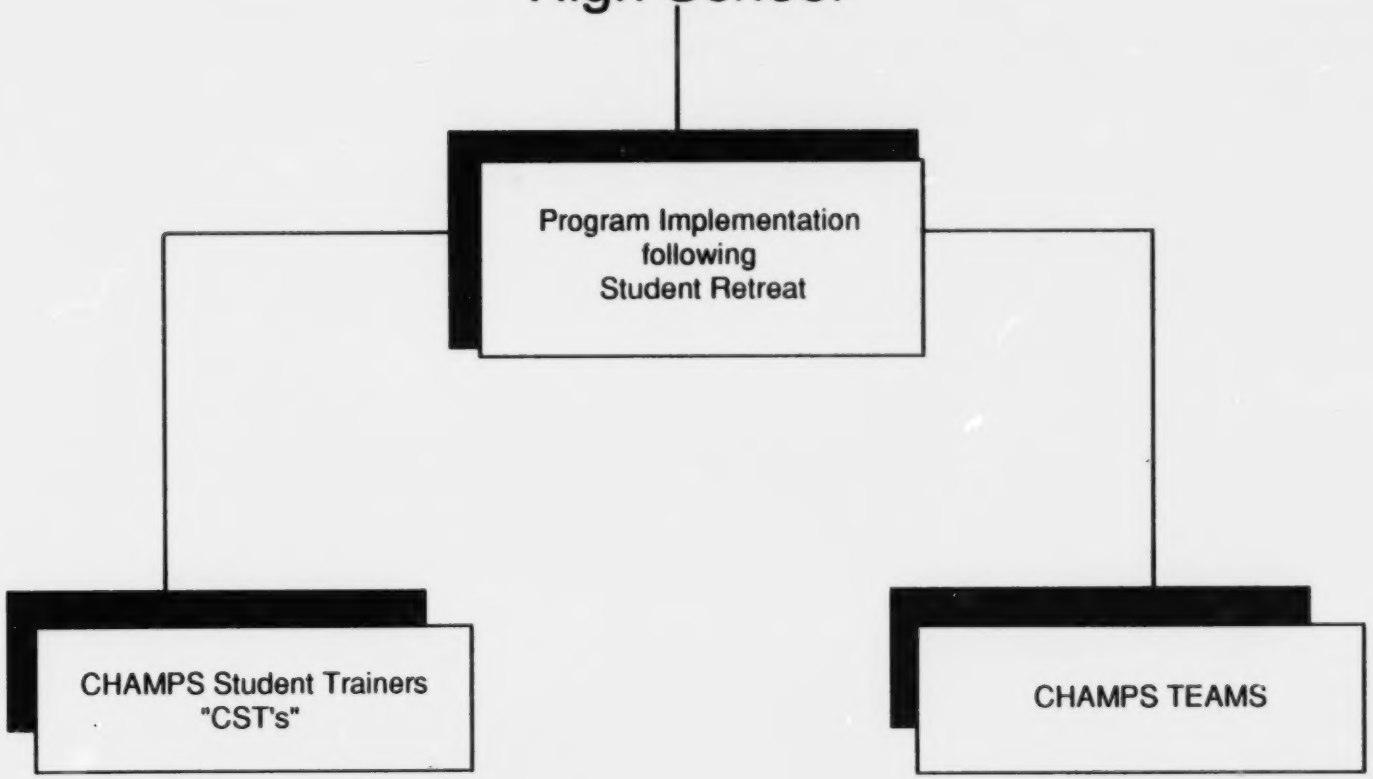
The retreat is just the beginning, the "kick off" for an on-going peer program. This group of E.F. Hutton students who are representing all cliques and groups on campus are tremendous resources for solving the issues that are plaguing our schools today.

Students on high school campuses are busy with clubs and activities; but oftentimes the opportunities for student council, sports teams, cheerleading, etc., go to the same select few.

Students respond beautifully to problem solving and community service when given the chance to be heard and the opportunity to plan strategies. We have set up the program with teams structured around issues that will best serve your needs.

The opportunity for other student initiated team projects is always available and that process can be used as much, or as often as you wish.

CHAMPS
Peer Leadership Program
High School



87

Rev.
11/93

ORGANIZING THE STUDENT TEAMS

I Select CHAMPS Coordinator

II Recruit Adult Team Facilitators

III Establish Meeting Schedule For Teams

Role Of The CHAMPS Coordinator

It is important that one staff member (or two CO-coordinators) be selected to oversee the activities of the CHAMPS Teams and Facilitators. This person does not take a team of students, but takes on the following responsibilities.

1. Helps coordinate the teams meeting schedules and assists facilitators as needs arise.

2. Meets with all Team Facilitators periodically (once every month or every other month) to talk over their team progress and needs.

3. Reports the progress of the teams to the entire school (or service organization) so they can appreciate the service the teams are providing.

Responsibilities of Team Facilitators

Youngsters do not learn to be leaders and take responsibility overnight. They learn by doing! It is important for the team facilitators to guide and support rather than control. It may be easier to "do it yourself", but in order for students to truly learn the life skills they need to survive in this world, they must be given the chance to participate. Your guidance and consistency will make the difference.

1. Work with your team on their CHAMPlan
   (CHAMPS Team Projects or other Student Initiated Action Plans)

2. Meet with team on a regular basis and facilitate the implementation of their plan or project.

3. Help in the evaluation process of the CHAMPS Program.

TEAM PLANNING WORKSHEET III

CHAMPS Coordinator _____

1. Number of CHAMPS Students _____

2. Number of Facilitators Needed _____ to work with Student Teams.
3. Names of Facilitators:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

4. Meeting schedule - design schedule to meet approximately 2 times per month. Suggestions:
   - Set time for all teams once or twice per month. Every 3rd Friday afternoon from 2:00 - 2:45 p.m.
   - Every other Tuesday at times convenient for each facilitator. Every other Wednesday at lunch.
   - During homeroom time one morning per week. Consider other times.

5. Select CHAMPS Teams (enough strategies for approximately 10-12 students per group from CHAMPS Team Projects or develop from other Student Initiated Action Plans.

CHAMPS Teams Sugested: Other Student Initiated Action Plans:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

CHAMPS Student Trainers (CST's)

CHAMPS STUDENT TRAINERS (CST's)

CHAMPS Student Trainers serve as peer leaders to younger students. CST's are available to local elementary and middle schools to attend their CHAMPS Days and serve as role models and trainers at these events.

High School Students can be powerful as positive role models for younger students.

It is recommended that a list of CHAMPS Student Trainers (CST's) for your high school be made available to feeder middle schools/elementary schools. This list will enable the feeder schools to contact your school to request trainers.

A CHAMPS Student Trainer Handbook is available for students who serve as CST's. This handbook contains the training pieces from the CHAMPS Elementary and Middle School Programs so that they can prepare their specific training pieces they will conduct or facilitate.

Following is an overview of the CST's Handbook. It is recommended that 10-30 students select or be selected as CHAMPS Student Trainers (CST's).

CHAMPS STUDENT TRAINER FACILITATOR HANDBOOK OVERVIEW

The CHAMPS Student Trainer Facilitator Handbook is for use by high school youth as they assist with CHAMPS Days at middle schools and elementary schools.

This eighty page manual provides student trainers with all the necessary information and training pieces to provide facilitation.

The handbooks are available for $15.00 each and can be ordered from:

CHAMPS Peer Leadership, Inc.
14425 N. Scottsdale Road, Suite 400
Scottsdale, Arizona 85254-3449
(602) 991-9110

HEALTH PROMOTION MODULES

CHAMPS has developed Health Promotion Modules for elementary schools. The subjects of the first two modules are HIV/AIDS Prevention and Tobacco Prevention.

The modules use 3 puppets, pre-recorded scripted lessons for K-5 grade levels on cassette tapes, a puppeteer training video, and complete training manual.

High school students can form a puppeteer team to deliver these important messages to elementary schools.

For specific information on the Health Promotion Modules contact:

CHAMPS Peer Leadership, Inc.
14425 N. Scottsdale Rd., Suite 400
Scottsdale, Arizona 85254-3449
(602) 991-9110

CHAMPS TEAMS

CHAMPS TEAMS

DROP OUT PREVENTION TEAM
(FOR AT RISK STUDENTS)

GANG AND VIOLENCE PREVENTION TEAM

STUDENT COURT TEAM

PEER TUTOR TEAM

SPECIAL EVENTS TEAM

AIDS AWARENESS TEAM

Dropout Prevention Team

Working with at-risk students can be an affective process when students develop strategies for reaching other students and keeping them from dropping out of school.

This is a problem that is a concern for nearly all high schools. When students have low reading and math scores, a high rate of absenteeism or truancy, discipline problems at home or school, or both; it is easy for them to "fall through the cracks". Oftentimes students can plan solutions to help those at risk, and can make the difference in their success.

With the help of their adult team facilitator, the team will identify students who need assistance and develop a plan of action for working with the identified students.

GANG & VIOLENCE PREVENTION TEAM

American young people are exposed to a daily visual diet of violence. Although the television networks and most program producers have denied or side stepped responsibility, the viewing of television violence has been significantly correlated with aggressive behavior in children as early as age six (Eron 1980; Eron, Walder and Lefkowitz 1971; Lefkowitz, Eron, Walder and Huesmann 1977) .

As our young people assimilate this steady view of violence, more and more of them are turning not to the adults around them, but to other young people for guidance, protection, and values. The result has been a frightening nationwide increase in gang membership and gang violence.

The major question is how do we deal with this issue of gang and violence within our schools?

Most agree that young people become involved in gangs in order to "belong". CHAMPS offers an alternative "positive gang". Peer pressure can work for us rather than against us. Since "Kids listen to kids", we need to involve them in the process of solving this issue of violence. Threats and intimidation on the part of adults toward gang members does not work, and if threatened, members may well up the ante with even greater threats.

Students can develop very workable and effective strategies for dealing with issues of violence. It is important that this team be reflective of the various groups on campus. Students are privy to what is happening on campus, and are sensitive to how students will react in critical situations. Students respond to their peers, and as adults facilitate that process, we can all work smarter not harder.

Ideas for student violence and gang prevention:

- Involve community leaders, police and parents in their efforts.
- Promote a dress code that could assist in banning gang identifiers.
- Provide teachers and school staff with an in-service about groups, their appeal to children, and the implications of gang activity. This training could include instruction on how to interact individually with gang members, when it is important to keep cool, use humor to defuse a tense situation and not become emotional. The students may want to involve a local law enforcement officer or gang specialist to help with this presentation.

STUDENT COURT TEAM

"Kids listen to kids - No Matter What".

Referrals and disruptive behavior can be a time consuming task at most high schools. Violence and gang issues are common place in most inner city schools and these issues are becoming more prevalent in suburbs and rural areas. The Student Court Team is made up of trained CHAMPS who select or are selected from various cliques and groups.

This team can assist in developing discipline policy and in handing out consequences students are usually very fair and just in their recommendations.

By using a process of involving students in school discipline, rules and regulations, our chances of compliance greatly improve.

Several possibilities can emerge from this approach:

- Student Court Team can develop a Student Discipline Handbook - designing, writing and distributing it on campus.
- Student Court Team can work one-on-one with students who need assistance to change their behaviors. CHAMPS students help individuals to develop a personal plan of action to improve their self-discipline and reduce their discipline referrals.
- Student Court Team can, in a structured setting with adult facilitators (counselors, administrators, etc.), announce to students brought before the Student Court Team the consequences of their behaviors.

PEER TUTOR TEAM

Every middle school is concerned about academic readiness as students go on to the secondary school setting, knowing that if students fall too far behind, their chances toward completing credits for high school graduation are diminished. This team of Peer Tutors can help raise test scores of students that need extra attention.

Students who have failed to master the basic skills needed in learning become discouraged when they tackle tasks and problems presented in the classroom. Many of the students find themselves in the bottom 25 percent of the class. They are prime candidates for dropping out. Teachers have an overwhelming task of reaching all the levels of academic achievement, and often times cannot find the time needed for one-on-one tutoring. Students often feel threatened or embarrassed by the efforts of adults and would be better served by student tutors.

When school districts survey students to learn why they plan to leave school early, students reply with these typical reasons:

- "I have trouble writing reports."
- "Textbooks are too hard to understand."
- "Too much school work to do at home."
- "Can't keep my mind on school work."
- "Don't like school."
- "I have to take subjects I don't like."

These types of students soon fall into a group that is unable to keep up with classroom work and then react with tardiness, absences, truancy and violation of school rules. They become the students who are then subjected to punishment, suspension, detention, and finally, expulsion.

Peer Tutors can become the key to success for many of these students. On the following pages are forms to utilize in identifying those students that could benefit from peer tutoring, as well as a report form that would be completed by the peer tutor after each tutoring session.

Assign each tutor 1-3 students with whom they set up times to work. Following their tutoring sessions, members of the Peer Tutor Team return their "Peer Tutor Report Form" to the Team Facilitator.

Logistically, a specific time can be arranged once or twice per week where tutoring takes place at a specific school location. A study hall can be created for tutoring. The key is to be creative and make it work.

Peer Tutor Referral List

Please list the names of students in your classroom who could benefit from having a Peer Tutor. The students should be those who are at least one year or grade level behind.

Student's Name _____

Teacher _____

Room _____

Subject Area or Skill Area of Need:
(Please check appropriate space)

Math _____

English ____

Science ____

Social Studies ____

Writing ____

Study Skills _____

Homework Problems ____

Attitude ___

Language Barrier _____

Please return this form to the Adult Facilitator of the Peer Tutor Team.

_____
Facilitator Name

Peer Tutor Report Form

Tutor: _____

Student: _____

Date: _____

Subject: _____

Skill Area: _____

Comments: _____

_____

_____

_____

Next Scheduled Tutoring Session

SPECIAL EVENTS TEAM

Ten to twenty students can make up this team. Their responsibility will be to develop activities to keep a high profile for CHAMPS on campus. Select and plan for one or two special events each semester. Students will develop strategies by using the action planning process for these other special events.

CHAMPS Special Events will include:

- Super Saturdays
- Assemblies
- Banquets
- Awards Ceremonies
- CHAMPS of the Month
- Staff Breakfast

CHAMPS Super Saturdays are one day events to expand CHAMPS participation to more students as well as parents. CHAMPS students each invite two friends and their parents to a mini-retreat of workshops. Guest speakers assisted by CHAMPS student trainers provide additional training on a Saturday to spread the concepts and excitement of CHAMPS.

CHAMPS Assemblies are opportunities to offer CHAMPS messages to more students and to reinforce the messages for trained CHAMPS. The assemblies are easily planned as guest speakers come into the school to present information and skills.

CHAMPS Action Teams are student initiated action plans to positively impact their school or community.

CHAMPS Banquets are an end of the year event including parents, teachers, community members and students. Recognition is given to individuals and projects which have shown results and exceptional effort.

CHAMPS Awards in combination with either a CHAMPS Assembly or CHAMPS Banquet, awards for CHAMP accomplishments in the school or community are presented. Certificates of completion are awarded to all participating CHAMPS.

CHAMP of the Month is a cooperative effort of students and school staff. CHAMPS of the Month are selected for positive peer role modeling. Students develop recognition criteria, an on-campus recognition display, and individual recognition incentives.

Breakfast for the Staff is student planned and executed to express appreciation to the staff for their hard work. Students enjoy being the "givers" and there's nothing like seeing a student flipping pancakes for the adults.

Special All School Assembly
(or by Grades)

30 - 45 Minute Assembly could be as follows:

5 Minutes - Students share Cheers and Controls.

10 Minutes - Selected students share what CHAMPS Training meant to them (one minute each).

10 Minutes - Selected students share their Team's Action Plan or Project.

10 Minutes - The Challenge:

"It is time for a change. We as students need to make it happen. We are being given the opportunity to develop solutions for school and community problems. The staff of this school are willing to work with us, and help us make our plans work. Let's become part of the solution, not just part of the problem. The time has come for students to take leadership and responsibility"

5 Minutes - CHAMPS Applications made available to students. CHAMPS are placed at exits to hand out Applications.

NOTE: Use music, make it fun, and most important - Have the CHAMPS IN CHARGE !

CHAMPS Application
(Sample)

An additional campus training will be held at _____ (school) on _____ (date). If you wish to be a participant in this special CHAMPS training please complete this application and return it to _____ _____ (CHAMPS Coordinator) by _____(date).

A parent workshop prior to the training will be held on _____(date). Attendance by a parent/guardian will be highly recommended.

(Optional) There will be a nominal charge of _____ for the CHAMPS student leadership training which will include _____ (breakfast/lunch/dinner) and a CHAMPS t-shirt.

Name

_____ _____ _____
Last First Date

Grade _____ T-shirt size_____Medium _____ Large _____X Large

Please answer the following questions:

Yes No
____ ____ 1. Are you willing to commit your personal time to _____ CHAMPlans?
(School)
____ ____ 2. Are you willing to make an academic plan?
____ ____ 3. Are you willing to be a positive role model?

Please write a personal statement as to why you wish to become a part of _____ CHAMPS Program.
(School)

StudentSignature_____

Student Name (please print) _____

Parent/Guardian Signature _____

Parent/Guardian Name (please print) _____

Trained CHAMP Signature_____

Trained CHAMP'S Name (please print) _____

Mini - Training Design
For Expanding CHAMPS Teams

This training can be held on a half day Saturday schedule or after school.

8:30 - 9:00	Introductions Expectations/Norms/Non-Negotiables
9:00 - 9:45	CHAMPS In The Ring (Trained CHAMP and Adult Facilitator in each group)
9:45 - 10:00	BREAK & SNACK
10:00 - 10:10	* Overview of Mini-Workshops. Students rotate for three 15 minute workshops. Trained CHAMPS should be involved in workshop by presenting with an adult.
10:10 - 10:20 10:25 - 10.40 10:45 - 11:00	3 Workshops - Students Rotate
11:00 - 11:45	Team Planning Students get overview of existing teams they may want to join or developed their own initiated action plan.
11:45 - 12:00	Victory Celebration Presentation of T-shirts, etc.

*Note: As an alternative to three 15 minute workshops, the CHAMPS team may select <u>one</u> of the three workshops to present in its entirety.

Guidelines For Developing
OTHER STUDENT INITIATED ACTION PLANS

There are many ideas for structuring teams around specific issues to solve problems. This process of CHAMPS works for all issues. The process of students working in small groups with an adult facilitator to solve school and community issues is the key to improving school climate.

The issues may be:

Gangs

Violence

Vandalism

Discipline Referrals

Tardies/Absences

Health issues, i.e. eating disorders, suicide, pregnancy prevention, AIDS prevention, and substance abuse.

Safety

Accident Prevention

Remember that students can be part of the solutions to these problems and begin by asking them to brainstorm any concerns of which they are aware. Write down all concerns. Briefly discuss the list, carefully eliminating projects which are outside the control of the students (i.e., facility additions, faculty changes, etc. - don't laugh!) Be careful also, not to limit the students too quickly, as many motivated CHAMPS teams have addressed issues initially seen by their sponsors as too big to tackle.

Continue to ask the children to find solutions. Use and re-use terms like:

- "What can we do?"
- "What <u>else</u> can we do?"
- "How <u>else</u> can we try it?

Continually throwing the discussion back to the students encourages them not to give up, assures them of your confidence in their abilities, and surprisingly, turns up excellent solutions to problems.

Utilize the CHAMPlan format for writing down the action steps. Ask different students to record this information, and to take responsibility for different action steps.

If students fail to carry out a responsibility, make a plan at the next CHAMPS meeting for solving the problem of students failing to carry out their responsibilities. At any time in which you hit a snag, simply use the planning steps to solve that part of the problem.

Building student leadership is an exciting process, and it happens best when students are provided with opportunities for success, and are guided and facilitated by adults who care about them.

Informal Peer-to-Peer Follow-up

Perhaps the most significant CHAMPS follow-up is that which is done at the individual level. The introspection and inclusion that usually takes place for every student on a CHAMPS retreat is continued regularly at this level by many other informal means. Students learn self-acceptance and communication skills which they put to use in the classroom, at home, and with their friends. Ask a CHAMPS student how they are different after the retreat and you are likely to hear comments such as, "I like myself better now." "I have more friends." "I feel like I belong in this school now, and I want to do my best." Another common response is "I know there are a lot of people in my school who care about me, both teachers and other kids."

Kids who drop out of school are kids who feel like they don't belong. "Fitting in" takes on larger than life proportions in high school and students who feel like they don't fit in, at school, find other places to fit in. Most often they join negative groups such as drug-users, gangs, or drop-outs. CHAMPS gives students an opportunity to fit into a powerful, positive, peer groups.

Additional Lessons and Activities

The following activities and lessons can be used at team meetings to reinforce leadership skills.

CHAMPS Build Healthy Bodies

1. Pressure "It" Game (See instructions)

2. Brainstorm reactions to pressure.

3. Brainstorm and record "Physical Threats To Our Bodies In Today's Stressful World". Pose question: "How can we protect ourselves?"

4. Activity:
   - Quietly call two students forward. Whisper to them,"Pretend you are HIV positive. Act as if nothing is wrong. Don't mention this to anyone."
   - Ask the group to meet and greet for a few minutes. Encourage them to be friendly in a natural manner, shaking hands or hugging if they care to.
   - After five minutes, ask the group to sit down. Introduce the original two students and tell the group that they "are HIV positive."
   - Ask everyone who made contact with them to please stand.
   - Ask anyone who had contact with those people standing to please stand.
   - One last time, ask that anyone who had contact with those **now** standing to please stand.
   - Conclude this activity with a short discussion including:

     - If the contact you had was unprotected sexual contact, you now have been exposed to the HIV virus.
     - Your casual contact would not have created exposure.
     - Definition or explanation of casual contact.
     - Pretend each contact was sexual and unprotected.
     - Look how quickly a large percentage of the room was exposed.

5. Mini-teach on AIDS information.

   - Introduction of puppets.
   - Discussion of puppeteers roles in presenting AIDS information to other students.
   - Demonstration of mini-presentation.
   - Questions and answers.
   - Brainstorm ways to use puppets/AIDS presentation.
   - Interest Forms - students express their interest in becoming a Puppeteer and making presentation by taking an interest form before leaving the workshop and returning it to school with their parent's signature/permission.

Pressure "IT" Game

1. Think of a pressure situation that could be typical of a high school student, including the different people in his/her life who add to the pressure, i.e. mother, father, teacher, friend, coach, brother or sister.

2. Identify volunteer to "get pressured." Seat volunteer in chair in front of group.

3. Identify six other volunteers to play roles. Describe each role to volunteers and to group. Place each of these volunteers standing and behind person getting pressured. Number each volunteer 1-6. Explain that as you call each number you want that volunteer to begin pressuring "it." They do this by playing their role, i.e., Mother says, "I got a call from the school today and they said you were ditching." Coach, "You should be my best player, but you don't practice enough."

4. Call numbers 1-6. Let each interact with "it" for about 10 seconds.

5. Then call 2-3 numbers together so they pressure "it" simultaneously. Do this for about 20 seconds each.

6. Call all six numbers simultaneously. Allow them to role play for about 15-20 seconds.

7. Stop and process:
   a. How does "it" feel?
      Emotionally?
      Physically?
   b. Does anyone else feel the stress too?
   c. Can stress spread from one person to others?
   d. Has this ever happened to them?

8. Realizing that this activity is only a role play, it can still be a stressful experience for the volunteers. It is very important that you conclude the activity with a **strength bombardment** exercise and have the students say all the positive things they can about your volunteer.

CHAMPS Build A Healthy World

1. PURPOSE:
   A. To expand the awareness of young people to the current threats to our environment.

   B. To discuss with young people, the importance of an individuals impact on the environment, positively or negatively.

   C. To encourage young people to commit to making a positive impact upon their environment.

2. ACTIVITY
   - Brainstorm and record on newsprint, "Things That Threaten Our Environment."

3. NATURE HUNT (Optional)
   - Go outside. Spend 10 minutes in silence, observing your world. Take in its' beauty. Notice anything that threatens its' beauty.
   - Select a small symbol of the world you wish to preserve, a pine cone, a leaf, a single blade of grass, a pretty rock. Bring your symbol back into the room and share its significance to you with a partner.
   - Open up for comments from the group.

4. VISION OF OUR WORLD (Alternative to Nature Hunt)
   - Provide each workshop participant with a symbol of nature such as a pine cone, rock or leaf. In small groups of three people, discuss the following:

     -Describe the most beautiful place you've ever been.
     -Something precious on this planet which I want to preserve and why.
     -My vision of a beautiful world in 25 years.

5. PLAN FOR OUR PLANET:
   - Have students consider what they want to do or are willing to do to contribute to a healthier world. Make suggestion lists available or brainstorm and record ideas from the group.
   - On paper, have all students write down:

     -Three things I'd like to do to help preserve our planet.
     -One thing I will begin this week.
     -One thing I will stop doing. (Share in pairs)
     -Do some "pop-up" sharing.

SECTION V

THE RESULTS:

Evaluating Your Program

Base Line Data

It is important to keep records on student behaviors for the purpose of evaluating a Prevention Program.

There are many indicators that will assist you in assessing areas of concern. Drug and alcohol suspensions, incidents of vandalism, unexcused absences and discipline referrals give an indication of behaviors directly or indirectly related to current or future drug or alcohol use.

For the purpose of evaluating this program, we ask that you complete the following form with information for the three school years. At the completion of the current school year we would request you send the same information for our records.

Please send the previous two years indicators within one month of the completion of CHAMPS Training.

Comparative data will be available from Project Peer: CHAMPS upon request.

We will assist you in the evaluation of your program's effectiveness and include you as part of our national data base.

Base Line Data Form

NAME OF SCHOOL _____

ADDRESS OF SCHOOL _____

CONTACT PERSON _____

SCHOOL PHONE (____) _____ **HOME PH#** _____

	Previous Year____	CHAMPS Year____	Following Year____
Number of Discipline Referrals Due to Alcohol or Drugs			
Number of Discipline Referrals Due to Tobacco			
Total Number of All Discipline Referrals (fighting, defiance of authority, disruptive behavior, etc.)			
Number of Vandalism Incidents ($25.00 or more damage = incident).			
Total Estimated Vandalism Costs for the Year.			
Percentage of Unexcused Absences			

Note: Calculate changes due to the implementation and follow-up of CHAMPS, by collecting information for the year in which you first implemented CHAMPS, as well as the prior and following years. Then compare to assess results.

SECTION VI

THE EXTRAS

Using The Supplemental Materials

Reproducibles

The following pages represent "masters" for copies you will need during the CHAMPS Retreat.

- CHAMPS II Training Designs
- BINGO
- Life Line
- Role Sheet
- Action Plan
- Action Plan (Individual)
- Student Survey

CHAMPS II
STAFF OR STUDENT TRAINING DESIGN

_____ SCHOOL

Day One (Date)_____

8:00	Meet at School
8:30	Depart School
9:30	Arrive at Site
10:45	Spirit Meeting
11:00- 12:00	CHAMPS meet CHAMPS
12:00	**LUNCH**
1:30-2:15	CHAMPION Skills • CHAMPS Build Healthy Teams
2:15	Break
2:30-3:45	CHAMPION Skills- Round One • CHAMPS Build Healthy Futures • CHAMPS Build Healthy Relationships
4:00-5:00	Recreation
5:30-6:30	**DINNER**
7:00-8:15	CHAMPION Skills- Round Two • CHAMPS Build Healthy Futures • CHAMPS Build Healthy Relationships
8:30-8:45	Evening Spirit Meeting Announcements
9:00-10:00	After Hours Activities (optional)

Day One (Date)_____

8:00 - 8:30	**Breakfast**
8:45	Morning Spirit Meeting • Energizers • Announcements
9:00 - 10:00	Accentuate the Positive
10:00 - 11:30	Action Planning
11:30 - 12:15	Closing Ceremonies
12:15	Final Clean-up

CHAMPS II
STAFF OR STUDENT TRAINING DESIGN

_____ SCHOOL

Day One (Date)_____

5:00	Departure after school with sack lunch and snacks to eat on buses.

Arrival

6:30	Participants arrive Organize belongings into cabins/rooms
7:00 - 7:45	Spirit Meeting
7:45 - 8:45	CHAMPS meet CHAMPS
8:45 - 9:00	Closure/Announcements
9:00 - 10:00	After Hours Activity (Optional)

Day One (Date)_____

7:00-7:45	Breakfast
8:00	Morning Spirit Meeting •Energizer •Announcements
8:15-9:30	CHAMPION Skills- Round One • CHAMPS Build Healthy Futures • CHAMPS Build Healthy Relationships
9:45-11:00	CHAMPION Skills- Round Two • CHAMPS Build Healthy Futures • CHAMPS Build Healthy Relationships
11:15- 12:00	CHAMPION Skills • CHAMPS Build Healthy Teams
12:00	LUNCH
1:00-2:30	Action Planning
2:00	BREAK
2:15-3:15	Accentuate the Positive
3:15-4:00	Closing Ceremonies
4:00	Final Clean-up

Find someone who:

HAS HELD A JOB FOR LONGER THAN THREE MONTHS	HAS DONE VOLUNTEER WORK (What was it?)	HAS ROLLER BLADES	HAS ACCOMPLISHED ONE MAJOR GOAL IN THEIR LIFE (WHAT WAS IT)
CAN NAME SEVEN CAPITALS OF COUNTRIES AROUND THE WORLD	WAS BORN IN THIS STATE	HAS LONG EYE LASHES	WANTS TO BE A VETERINARIAN
KEEPS A JOURNAL	HAS OVER A 3.5 GPA	CAN TELL WHAT FBI, CIA AND IRS STAND FOR	HAS SCORED THE WINNING POINT (S) IN A CLOSE GAME
CAN DO AN AERIAL CARTWHEEL	EXPRESSES THEMSELVES WELL	HAS A STEADY GIRLFRIEND OR (BOYFRIEND)	CAN NAME ALL SEVEN CONTINENTS

REV. 10/93

CHAMPS BINGO
HIGH SCHOOL

FIND SOMEONE WHO:

HAS BEEN IN CURRENT JOB FOR LONGER THAN THREE YEARS	HAS DONE VOLUNTEER WORK (WHAT WAS IT?)	HAS LONG EYE LASHES	HAS ACCOMPLISHED ONE MAJOR GOAL IN THEIR LIFE (WHAT WAS IT?)
CAN NAME SEVEN CAPITALS OF COUNTRIES AROUND THE WORLD	WAS BORN IN THIS STATE	CAN TELL WHAT FBI, CIA AND IRS STAND FOR	WANTED TO BE A VETERINARIAN
HAS A STEADY HOBBY (WHAT IS IT?)	PLAY'S A MUSICAL INSTRUMENT (WHAT?)	HAS ROLLERBLADES	CAN NAME ALL SEVEN CONTINENTS
GRADUATED IN TOP 10% OF HIGH SCHOOL CLASS	EXPRESSES THEMSLEVES WELL	HAS FOUR OR MORE CHILDREN	HAS SCORED THE WINNING POINT (S) IN A CLOSE GAME

CHAMPS Bingo
Staff

Action Plan

TEAM:			
1. TOPIC:			
2. GOAL:			
3. OBSTACLES:	4.RESORCES:		
STRATEGIES:	JOB CHART:		
	Task	Who	By When

Individual CHAMPlan
(Supplemental Activity)

Name _____

Date _____

An action plan is a plan to make a change in your life. It can be a change related to academics or of a personal nature. State your goal or the change you would like to make. Explain how you are going to accomplish this. Set a date to evaluate your progress

Goal _____

_____

_____

Steps I will take to reach my goal:

1. _____

2. _____

3. _____

4. _____

5. _____

I will know I have reached my goal when _____

_____

I wish to evaluate my progress and reach my goal by (date) _____

I am committed to this action plan.

_____

Signature

_____

Signature of Teacher (Optional)

Signature of Parent (Optional)

Life Line

B _____ D

Goals	Roles
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
	6.
	7.
	8.
	9.
	10.

Important Life Roles

(Tear on dotted lines)

Role I

.....

Role II

.....

Role III

.....

Role IV

.....

Role V

.....

CHAMPS Retreat Student Survey

On a scale of 1-5 with a 5 being the most favorable, please vote the following sections of CHAMPS II Leadership Training.

Spirit Meeting					
Games and Energizers					
CHAMPS Build Healthy Futures					
CHAMPS Build a Winning Team					
CHAMPS Build Healthy Relationships					
CHAMProductions					
CHAMPlanning Groups					
Accentuate the Positive					
Victory Celebration					

Please write your comments about the day:

Energizers

Do You Know Your Neighbor?
The group sits in a circle with no empty chairs. The leader approaches an individual, addresses him by name (ask if you don't know it), and asks, "Do you know your neighbor?" There are two possible responses:

1. "Yes, I know my neighbors" . . . in which case everyone, including the leader, scrambles for a new chair.

2. "Yes, I know my neighbors but I want to meet everyone with blue eyes, (or who wears jeans, or has two pets, or wears contact lenses, or plays on a school athletic team, etc.) In this case, anyone who has blue eyes (or what was mentioned) must move at least three chairs to get a new seat. The leader will scramble for a seat as well.

The person who ends up without a chair becomes the leader for the next round.

People-to-People
Stand in a circle with one odd person (odd meaning a person without a partner who will give the commands.) The odd person will call . . . "cheek to cheek", "hand to hand", "ankle to ankle". After calling out several commands the odd person then says, "people to people". At that point partners have to switch. The person left without a partner has to give the commands.

Finger Aerobics
Put on a tape with some "snappy" fast-paced music. Have students move to the music by keeping time. Have them raise both hands in the air to the tune of the music with closed fists.

The leader says "OK, one finger", at which point everyone raises their index fingers up and down to the music. Then the leader says "now two fingers" at which time everyone raises two fingers up and down to the music. Continue until students are raising all five fingers up and down to the music. You can then move to the side with arms and fingers up and down or toward the floor in the same way.

"SONG"
LET ME SEE YOUR BOOGALOO

Let me see your Boogaloo

What do you say?

Let me see your Boogaloo

What do you say?

Let me see your Boogaloo

What do you say?

Boo-oo Ga Loo (Hands = Go go dancer)

Boo Boo Ga Loo

Clap and say 1-2-3-4-5-6-7-8

Let me see your John Travolta

What do you say?

3X

Jo - ohn Travolta, John, John Travolta (Hands = point up then down)

Let me see your Richard Nixon

What do you say?

3 X

Ri - chard Nixon, Rich, Richard Nixon (Hands=double V's held high)

Let me see your Dolly Parton

What do you say?

3 X

Dol - ly Parton, Doll, Dol - ly Parton (Hands=pull out shirt on chest)